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ABSTRACT

This final report describes activities and accomplishments of Project EPIC (Effective Partner Interaction in the Community), a 3-year federally supported project in Georgia to facilitate the establishment and implementation of effective educational practices with students having deaf-blindness. The project was designed to expand students' present communication options and to increase interaction with communication partners, especially in the community setting. Project implementation involved: (1) training teachers, paraprofessionals, related professional staff, and parents on ways to assess students' communication, sensory, and general competencies; (2) developing assessment techniques for determining requirements of the community-based instructional sites; (3) development of expanded communication systems for students; (4) training of selected teachers and parents as mentors; (5) regional workshops on promoting communication for successful integration in the community, school, and home; and (6) provision of technical assistance to related projects. Among program achievements were provision of intensive technical assistance at five demonstration sites; increased community participation by students in the project; and development of articles, monographs, and a checklist. This report describes the project's purpose, goals, and objectives; conceptual framework; accomplishments and activities; problems and resolutions; research/evaluation findings; and impact. Extensive appendices include: summary data on student assessments, data on sample sites, program forms, recommendation results, quality indicator data, satisfaction forms and letters, information on the communication system expansion, a vocabulary list, a listing of mentor activities, workshop and conference data and letters, and a listing of project publications. (DB)

ED 390 223

GEORGIA DEAF-BLIND PILOT PROJECT: PROJECT EPIC

FINAL REPORT

1992-1995

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OPTIONAL PILOT PROJECTS FOR CHILDREN WITH DEAF-BLINDNESS

SUBMITTED BY
THE GEORGIA DEPARTMENT OF EDUCATION

TO
THE U.S. DEPARTMENT OF EDUCATION
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December 20, 1995

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ABSTRACT

Project EPIC (Effective Partner Interaction in the Community) was designed to supplement activities supported by the Georgia Deaf-Blind Project by facilitating the establishment and implementation of effective practices to assist students with deaf-blindness in successfully functioning in community, school and home environments. Specifically, the project is designed to expand student's present communication options to increase interaction with communication partners, especially in the community setting.

The implementation of this project consisted of: 1) training teachers, paraprofessionals, related professional staff, and parents on assessing students' current communication competencies, sensory use and general functioning; 2) assessment techniques for determining requirements of the community based instructional sites and other environments for effective student interaction; 3) development of expanded communication systems for students with deaf-blindness to effectively function in the community and other settings; 4) training of selected teachers and parents to be mentors; 5) regional workshops on promoting communication for successful interaction in the community, school and home settings; and 6) technical assistance activities with related projects (e.g. Transition from School to Adult Life for Students with Deaf-Blindness, Georgia's Augmentative and Alternative Communication Project, Bureau for Severe Disabilities).

As a result of this pilot project: 1) five demonstration sites received intense technical assistance, specifically addressing communication issues for students with deaf-blindness; 2) mentors were trained through this pilot project and provided assistance to other individuals working with students who were deaf-blind; 3) checklists, a monograph, and four articles (and one additional manuscript submitted to a referee journal and waiting for a response) were produced; and 4) students participating in the project increased their number of interactions in the community and other environments, and have increased their number of communication partners, and number of environments in which to successfully interact.

Data indicated a high level of satisfaction, knowledge gained, implementation of recommendation, and child change data. This project made a significant impact in the state of Georgia through the changes brought about through the implementation of the activities of the grant. This grant made a significant contribution to the field of deaf-blindness through published research in the area of communication with students with deaf-blindness.

TABLE OF CONTENTS

Abstract p. 2

Purpose, Goals, and Objectives p. 4

Conceptual Framework p. 10

Description of Project Accomplishments & Outcomes p. 13

Problems and Resolutions p. 23

Research or Evaluation Findings p. 23

Project Impact p. 27

Further Information p. 28

Assurance Statement p. 29

PURPOSE, GOALS, & OBJECTIVES OF THE PROJECT

PURPOSE & GOALS

Project EPIC (Effective Partner Interaction in the Community) was designed to supplement activities supported by the Georgia Deaf-Blind Project by facilitating the establishment and implementation of effective practices to assist students with deaf-blindness in successfully functioning in community, school and home environments. Specifically, the project is designed to expand student's present communication options to increase interaction with communication partners, especially in the community setting.

OBJECTIVES

OBJECTIVE 1. Assess target students for a) current communication competence with known and naive individuals. b) sensory use and c) general functioning in the community.

1.1 Assess students current level of communication with primary communication partners, regular communication partners, irregular communication partners and strangers.

1.1.1 Through interviews with teachers and parents and direct observations in the school, home and community settings, complete communication assessment instrument to determine the various receptive and expressive forms the student uses, when s/he tends to use them and with whom and how effective the forms are for interaction.

1.1.2 Through interview with teachers and parents and direct observation in school, home and community settings, complete communication assessment instrument to determine which communicative functions student uses.

1.1.3 Through interviews with teachers and parents and direct observation in school, home and community settings, complete communication assessment instrument to determine student's current vocabulary, frequency of use, and the contexts/settings of use.

1.1.4 Through direct observation between student and variety of partners (adults and peers in school and community), assess which discourse skills (e.g., turntaking, sustaining interactions, initiations) student uses and complete on communication instrument.

1.2 Assess student's use of functional vision and hearing.

1.2.1 Teach teachers to administer, score, and interpret functional vision and hearing assessment instruments.

1.2.2 Complete selected hearing and vision assessments.

1.2.3 Observe student in a variety of environments for anecdotal information regarding use of senses.

1.3 Observe student's orientation and mobility skills (e.g. use of landmarks, clues, self-familiarization, independent mobility) in a variety of settings (e.g., indoor and outdoor environments with varying levels of familiarity, and self-protection techniques).

1.4 Conduct ecological analysis of community sites relevant to each student.

1.4.1 Conduct discrepancy analysis for each activity which occurs within the environments and subenvironments resulting from the ecological inventory and family interviews.

Objective 2. Assess CBI Sites for a) communication opportunity, b) sensory characteristics, c) successful integration characteristics through use of the EPIC Site Inventory for Students with Deaf-Blindness.

2.1 Select CBI sites (including school, community and vocational environments) based on a range of sites and value-based criterion.

2.2 At each site identify potential communication partners (i.e., primary, regular, irregular and stranger).

2.2.1 Through application of the EPIC model, identify types of communication systems needed by the student for successful interaction with various communication partners.

2.3 a. Identify types of interactions required by site and those which are optional, b. Identify content of interactions, c. Identify needed communication functions and discourse skills.

2.4 Analyze sites for visual and auditory characteristics (e.g. lighting, noise level)

2.4.1 From ecological inventory determine visual and auditory requirements of tasks at sites.

2.4.2 Promote residual hearing and/or vision through training at the site, or development of adaptations to accommodate the task demands to the student's present level vision and hearing functioning.

2.5 Assess site for accessibility for orientation and mobility of the students. This will include analysis of site organization to include e.g., floor plan, location of major pieces of furniture and equipment, exits, emergency routes and other safety concerns.

2.6 Assessment of integration factors.

2.6.1 Determine number and nature of opportunities available to interact with nondisabled persons.

2.6.2 Determine receptivity for training by nondisabled persons on communication systems.

2.6.3 Determine sites previous experience with students with disabilities.

Activities 2.1- 2.6: AASD students are rotated to different sites on a quarterly basis. (Example sites include which had students with deaf-blindness include Target, Northlake Hospital dietary area, Northlake Hospital environmental area, Pizza Hut, Piccadilly, Library, Eckards, Uniform Rental Kroger, SAMS warehouse, Chick-fil-A, Nursing Home, Stone Mountain Park, Library, and Northlake Hospital cafeteria. Students in Cobb County, Troup County, Bibb County, and Catoosa county go to grocery stores, fast food restaurants and other select places in the community. All community sites (including vocational sites and school sites) were assessed using the EPIC Site Inventory.

Potential communication partners were identified with types of communication interactions needed. Visual and auditory characteristics were assessed with necessary adaptations needed. (Letters enlarged at Library site, for example). Orientation and mobility factors were assessed as well. Integration factors are included. (See sample EPIC Site Inventory).

OBJECTIVE 3. Establish training program to train individuals on implementation of a) effective communication practices, b) sensory use and adaptations, and c) CBI practices. (See Appendix C for Evaluation Forms).

3.1 Set up regularly scheduled on-site visits to provide training and assist in implementation. Provide group training on initial concepts.

3.2 Train staff and assist in implementation of how to select communication forms, function, content, and discourse skills based upon assessment.

3.2.1 Train staff and assist in implementation of how to select communication forms, function, content, and discourse skills based upon assessment.

3.2.2 Train staff and assist in implementation on how to construct communication systems for ease of interaction and learning.

3.2.2.1 Instruct as appropriate selected communication systems (e.g., movement cues, signs, object board, etc.)

3.2.3 Teach staff how to systematically teach students appropriate communication.

3.3 Teach school staff how to promote residual vision and hearing and how to make adaptations in the community to accommodate for sensory loss.

3.3.1 Train teachers how to enhance student use of current residual vision and hearing.

3.3.2 Train teachers analysis, development and use of adaptations for sensory loss.

3.4 Train staff on implementation of effective CBI programming.

3.4.1 Teach staff how to perform ecological inventory and assessment of site to determine objectives and activities for instruction.

3.4.2 Teach staff effective instructional practices such as prompting strategies, time delay, and natural consequences.

3.4.3 Teach staff how to promote appropriate behavior and interactions for students with deaf-blindness.

3.4.4 Teach generalization training to enable acquired skills to generalize from one community site to another.

3.4.5 Teach staff data collection and analysis for determining instructional modifications and speed of progress.

3.4.6 Teach staff safety concerns for community instruction (e.g. identification card, street crossing, procedure to implement if student has medical emergency).

OBJECTIVE 4. Develop/expand communication systems and instruction for contact with primary regular, irregular and stranger communication partners and community site activities.

4.1 Expand communication system to accommodate primary, regular, irregular and stranger communication partners.

4.1.1 Analyze and expand form to be "partner-friendly".

4.1.2 Expand student's communication function, content and discourse skills to accommodate the communication needs in a variety of settings with a variety of partners.

4.1.3 Compare effectiveness of electronic vocal output communication system to nonelectronic vocal output communication system.

4.2 Provide training to primary communication partners on expanded communication system.

4.3 Systematically use natural training opportunities to provide information to regular communication partners on effective communication with the student with deaf-blindness.

4.4 Provide information to irregular communication partners through natural training opportunities as well as through supervisory personnel which are receptive to dissemination of information sheets.

4.5 Facilitate interactions in the community with strangers (as defined in this grant).

OBJECTIVE 5. Collaborative Family Involvement.

5.1 Solicit family members input regarding students total communication system and its current implementation.

5.1.1 Through the use of an Observation form and Interview with Significant Other form determine the forms of communication used by the student with the family (primary communication partners).

5.1.2 Through discussion and direct observation with the family, determine whether students form of communication is effective in meeting student's communicative intents with primary communication partners.

5.2 Ask family members to identify primary, regular, irregular and potential stranger communication partners student encounters in the home and community settings and determine, through interview and direct observation, student's ability to effectively communication with them.

5.3 Verify and expand ecological inventory through parent interview to identify activities students engage in with these various types of communication partners.

5.4 Identify expanded communication needs for home environment and partners, and teach student expanded communication system.

5.5 Teach parents how to instruct and interact with student on expanded forms.

OBJECTIVE 6. Mentor Training.

6.1 Select in each participating LEA at least one parent and one teacher to be trained as a mentor.

6.1.1 Criteria for selection will include interest in being a mentor, demonstration of high level of efficiency in areas of communication system development and instruction, promoting sensory use and adaptations, implementation of effective CBI practices.

6.2 Provide training to mentors on effective consultation practices.

6.2.1 Effective consultation practices (e.g., collaborative problem solving, resolution of differences of opinion, & tracing and evaluating the impact of the consultation.

6.2.2 Teach how to identify problem area, prepare a student focused remediation plan, prepare a teacher focused remediation plan, instruct teacher on implementation of alternative communication and CBI strategies.

6.2.3 Provide opportunities for mentors in which they can receive practice and feedback from project staff.

6.3 Designate surrounding LEAs in which mentors will provide consultation and technical assistance to teachers and parents with students with deaf-blindness.

6.3.1 Project staff will contact LEA directors of special education to notify them of the availability of mentors. During initial visits mentors will be accompanied by project staff.

CONCEPTUAL FRAMEWORK

Project EPIC was designed to address two areas: 1) the student's type of communication system and ease of use by the potential communication partner, and 2) meet the instructional needs of teachers, related service staff, parents, and communication partners in terms of promoting successful interactions with individuals with deaf-blindness in the community.

Communication systems. The effectiveness of the student's communication system depends upon the knowledge of the communication partner with the student's current communication system. Environments in which successful interaction must take place include school, home, community, and vocational sites. In each of these environments, there are individuals who vary in familiarity with the student and his form of communication. Those with the highest familiarity with the student are primary communication partners (those with very frequency of contact with the student), followed by regular communication partners (those with whom the student interacts on a regular basis), irregular communication parents (those partners with whom the student infrequently interacts), and the most unfamiliar partner who has not interacted with the student being the stranger communication partner. This conceptual framework was used to address communication issues with students with deaf-blindness throughout the activities of the grant.

This model is based on recognizing the different skills of communication partners which are found in school, home, community, and vocational environments. For example, in vocational sites, there are typically no primary communication partners. Regular communication partners would be the supervisor or immediate co-worker. A irregular communication partner would be other employees in the break room who whom the student is not very familiar. A stranger communication partner would be a customer.

As the amount of knowledge and training opportunities with the communication partner decreases, the need for a "partner-friendly" communication system increases as well as the amount of student training needed for independent interaction. Those who are primary communication partners can typically accommodate any type of communication system used by the student. Due to their high contact and familiarly with the student, they have high working knowledge of the student's current communication system and can usually interact with the student's total communication system (all types of systems the student uses).

Regular communication partners have less knowledge of the student's total communication system and they have less opportunities for training and interactions with the student than primary communication partners. However, they do interact with the student with deaf-blindness on a regular basis which would allow them to have some knowledge of the students more contrived form of communication which may be in the student's initial (current) repertoire. For ease of interaction the regular communication partner will need an expanded form of communication which is "partner-friendly". A useful partner-friendly form of communication has the requirements of ease of interpretation, ease of use, adaptability to existing communication system, flexibility in encoding of concepts, potential speed of execution and preferably a low level of symbolism with a concomitant concrete reference base (Skelly, 1979). Communication systems which fit this description tend to be those associated with objects and communication boards.

Irregular communication partners need solely a communication system that is easily understood. However, they can receive some cursory training or information regarding the student's communication system since contact with the student with deaf-blindness can be anticipated. At a large grocery store, for example, the business supervisor might distribute information to his employees regarding deaf-blindness and communication.

No training is possible with a stranger. The communication system must be completely accessible and easy to understand and reciprocally interactive. The student will have to have the greatest amount of training to independently interact.

Instructional Component. The second part of the conceptual model involves training school personnel, communication partners, and family. Phase I consists of training school personnel across communication, sensory use, and community-based instruction. Training for communication includes both receptive and expressive forms, critical content, functions, and discourse skills. This training would occur by taking students initial communication systems and expanding the communication system. Students may have a form of communication which does not lend itself to effective community interaction. Staff would need to be trained on how to teach expanded, partner-friendly forms of communication.

Training for sensory use is emphasized to promote effective use of residual hearing and vision and make appropriate adaptations as needed. Functional vision assessments would be conducted to determine lighting needs, ability to locate objects through vision, scanning ability, position of material and size, color requirements, and types of visual skills or adaptations required for each community task (O'Neill, 1990; Sobsey & Wolf-Schein, 1991). Functional hearing assessments will assess student's reactions to environmental sounds, reaction to speech, hearing aid use, and type of auditory skills or adaptations needed for each community tasks (O'Neil, 1990; Sobsey & Wolf-Scheren, 1991). A discrepancy analysis will assist in determining need for adaptations or sensory training (York & Rainforth, 1990). Determining steps for assisting students in meeting visual and auditory demands of activities through instructional strategies and /or adaptations are included as a part of this model.

Success in the community will not occur unless the CBI is systematically implemented and based on effective practices (Falvey, 1989). Training would include such areas as site selection, ecological inventory of sites, communication analysis of sites, effective instructional practices, adaptations, appropriate behaviors and interactions, and generalization training.

Phase II of training in this model consists of training the communication partners. The type and amount of training would vary depending if the partner was a primary communication partner, regular communication partner, or irregular communication partner. The primary communication partner will need to be trained on the expanded system. The regular communication partner would receive some training on the initial system, but most training on the expanded system. The irregular partner would receive some information and minimal training on the expanded partner-friendly system, since the irregular partner will not be available for more intensive training.

In Phase III, the family would receive special instruction in the home and community environments on how to promote interaction with regular, irregular, and stranger communication partners. They would be provided the instruction with those in the home setting who are regular and irregular communication partners.

In Phase IV, the selected school staff and parents would receive training on consultation/dissemination skills. Consultation skills training includes interactive communication, collaborative problem solving, resolution of difference of opinion, establishing responsibilities, personal presentation, tracking and evaluating the impact of the consultation (Lerner, 1988).

PROJECT ACCOMPLISHMENTS & OUTCOMES

OBJECTIVE 1. Assess target students for a) current communication competence with known and naive individuals. b) sensory use and c) general functioning in the community.

1.1 Assess students current level of communication with primary communication partners, regular communication partners, irregular communication partners and strangers.

1.2 Assess student's use of functional vision and hearing.

1.3 Observe student's orientation and mobility skills (e.g. use of landmarks, clues, self-familiarization, independent mobility) in a variety of settings (e.g., indoor and outdoor environments with varying levels of familiarity, and self-protection techniques).

1.4 Conduct ecological analysis of community sites relevant to each student.

Activities 1.1 In the first year, Cobb County and the Atlanta Area School (AASD) for the Deaf were targeted by Project EPIC. Eight students with deaf-blindness were targeted at AASD over the three years (with three additional students with deaf-blindness receiving technical assistance) and seven students from Cobb County School System. In year two, two students from Troup County and five students from Bibb county were added. In the last year, five students from Catoosa County were added. (In the original proposal, four sites were proposed, but five sites were targeted instead due to the low number of students in Troup County).

Each year the student were involved in the project, they were assessed for communication competence through direct observation, interviews, and the use of the Interview of Significant Other form and Observation Form. (See Summary Data on Student Assessments in Evaluation Section.)

For the students at the Atlanta Area School for the Deaf, these assessments indicated that seven of the students used manual signs as their primary form of receptive and expressive communication, and one student used nonsymbolic forms of communication with some signs and objects for receptive communication. Seven students used all communication functions, had extensive vocabulary content and utilized all types of discourse skills, while one student was limited in his interactions. Baseline data showed that in vocational training sites, manual signing was unsuccessful with site administrators, co-workers, and customers. (In the second year, the student who used nonsymbolic behavior left the school.)

All seven students in the Cobb County School system had no formal type of communication system and were primarily using nonsymbolic forms of communication such as body movements and vocalizations. Receptive communication being used with the students were primarily verbal language, except for the seventh student with whom the teachers are using signs and pictures receptively. The communication functions used by these students were primarily protest and request. Content of communication was been limited, involving few items. No discourse skills are in place. Baseline data showed that initial forms of communications were unsuccessful in school and community environments.

In Troup/LaGrange county, one student uses signs, pictures and some words with limited content and some discourse skills. The other student uses nonsymbolic forms of communication, such as body stiffening and smiles, with limited content and discourse skills. Baseline data showed a need for further communication system expansion.

In Bibb County, the students range in term of the communication ability. Three of the students were high-functioning with the ability to talk and write. Two of the students used nonsymbolic forms of communication, with limited function, content, and discourse skills. All five students were identified as needing further communication system expansion.

In Catoosa County, all five students used nonsymbolic forms of communication such as body movements, and facial expressions. Due to limited function, content, form, and discourse skills, a need for communication system expansion was identified.

Activities 1.2-1.3: Functional vision and hearing assessments were performed on all students each year they were involved in the project. Results have been summarized on the general Vision and Hearing Assessments Forms. (See data forms under Summary Data on Student Assessments in Evaluation Section.) Orientation and Mobility screening checklist was completed on all of the students. (See data forms under Summary Data on Student Assessments in Evalaution Findings Section). Students who had difficulty in the area of orientation and mobility were seen by an orientation and mobility specialist and technical assistance was provided the teacher. Mentor teachers were taught to give these assessments.

Activities 1.4 (& 1.4.1): Ecological inventories and ecological analysis have been completed at the vocational training sites which the AASD students participate. Ecological inventories have been performed in school and community environments with the Cobb County, Troup County, Bibb county, and Catoosa county students.

Objective 2. Assess CBI Sites for a) communication opportunity, b) sensory characteristics, c) successful integration characteristics through use of the EPIC Site Inventory for Students with Deaf-Blindness.

2.1 Select CBI sites (including school, community and vocational environments) based on a range of sites and value-based criterion.

2.2 At each site identify potential communication partners (i.e., primary, regular, irregular and stranger).

2.3 a. Identify types of interactions required by site and those which are optional, b. Identify content of interactions, c. Identify needed communication functions and discourse skills.

2.4 Analyze sites for visual and auditory characteristics (e.g. lighting, noise level)

2.5 Assess site for accessibility for orientation and mobility of the students. This will include analysis of site organization to include e.g., floor plan, location of major pieces of furniture and equipment, exits, emergency routes and other safety concerns.

2.6 Assessment of integration factors.

Activities 2.1- 2.6: AASD students are rotated to different sites on a quarterly basis. (Example sites include which had students with deaf-blindness include Target, Northlake Hospital dietary area, Northlake Hospital environmental area, Pizza Hut, Piccadilly, Library, Eckards, Uniform Rental Kroger, SAMS warehouse, Chick-fil-A, Nursing Home, Stone Mountain Park, Library, and Northlake Hospital cafeteria. Students in Cobb County, Troup County, Bibb County, and Catoosa county go to grocery stores, fast food restaurants and other select places in the community. All community sites (including vocational sites and school sites) were assessed using the EPIC Site Inventory. (See Sample Sites and activites in Evaluation Findings Section).

Potential communication partners were identified with types of communication interactions needed. Visual and auditory characteristics were assessed with necessary adaptations needed. (Letters enlarged at Library site, for example). Orientation and mobility factors were assessed as well. Integration factors are included. (See sample EPIC Site Inventory in Evaluation Findings Section).

OBJECTIVE 3. Establish training program to train individuals on implementation of a) effective communication practices, b) sensory use and adaptations, and c) CBI practices.

3.1 Set up regularly scheduled on-site visits to provide training and assist in implementation. Provide group training on initial concepts.

3.2 Train staff and assist in implementation of how to select communication forms, function, content, and discourse skills based upon assessment.

3.3 Teach school staff how to promote residual vision and hearing and how to make adaptations in the community to accommodate for sensory loss.

3.4 Train staff on implementation of effective CBI programming.

Activities 3.1 -3.4: Training occurred in all five sites. Training encompassed effective communication practices, sensory use/ adaptations, and CBI (CBVI) practices (See sample Community-Based Vocational Training Program and Forms under Evaluation Findings Section). Documentation of training occurred through implementation of recommendations, quality indicator forms, satisfaction forms, and student data.

Recommendations were made at all sites and each teacher was evaluated as to her/his level of implementation of each objective: implemented (IMP), partially implemented (PI), Initiated (I), and No Progress (NP). Overall, the project shows a high level of fully and partially implemented recommendations. Over the three years at AASD, 90 recommendations were made with 75 fully implemented and 14 partially implemented. At Cobb County 105 recommendations were made with 59 fully implemented and 26 partially implemented. At Troup county, 19 recommendations were made with 12 fully implemented and 4 partially implemented. In Bibb County, 58 recommendations were made with 26 fully implemented and 12 partially implemented. In Catoosa county, 44 recommendations were made with 6 fully implemented and 21 partially implemented. (See Recommendation Data in Evaluation Findings Section.)

Quality indicator checklists were completed for teachers and targeted staff at all five sites. At AASD, teachers and job coaches made significant progress. (e.g., Teacher S. and P. went from 22% quality indicators implemented to 78% the first year. This continued to increase over the second and third years). In Cobb county, the five teachers showed significant improvement with the majority of indicators implemented or partially implemented. In Bibb County, significant progress was made with the first teacher fully implemented 72% of the indicators and the second teacher implementing 50% (with 50% partially implemented. Catoosa County teachers made some progress over their one year, although their level of implementation was lower than the other sites. (See Quality Indicator Data and percentages under Evaluation Findings Section).

Vocational training site practices at AASD have been correctly implemented and coordinated with the Transition from School to Adult Life for Students with Deaf-Blindness. Some specific recommendations and changes regarding information on the forms is being coordinated between this project, AASD and Project EPIC. Systematic instructional procedures were stressed for community based instruction at other sites.

Inservices have been given at the sites as needed. Some of these were on communication, lifting and positioning, and functional vision exams. Available data shows high evaluation scores (4 to 5 on Likert scale). (See Satisfaction Data under Evaluation Findings Section.)

Satisfaction forms indicate a high level of satisfaction. (See this data and letters sent to project under Satisfaction Forms and Letters in Evaluation Findings Section.)

Student data indicated significant progress. (See multiple baseline design student data in four of the articles articles).

Overall evaluation of the project and project staff was conducted using satisfaction forms. The results show a very high level of satisfaction (mean scores between 4 and 5 for all areas) with the project and its activities. (See Satisfaction Forms & Letters in Evaluation Findings Section.)

OBJECTIVE 4. Develop/expand communication systems and instruction for contact with primary regular, irregular and stranger communication partners and community site activities.

4.1 Expand communication system to accommodate primary, regular, irregular and stranger communication partners.

4.2 Provide training to primary communication partners on expanded communication system.

4.3 Systematically use natural training opportunities to provide information to regular communication partners on effective communication with the student with deaf-blindness.

4.4 Provide information to irregular communication partners through natural training opportunities as well as through supervisory personnel which are receptive to dissemination of information sheets.

4.5 Facilitate interactions in the community with strangers (as defined in this grant).

Activities 4.1-4.5: All student's forms of communication were expanded to increase interaction with a variety of communication partners (as seen under "Communication System Expansion" in Evaluation Findings Section. At AASD, most student's primary form of communication was manual sign language and student's learned to use single and dual communication boards (one for the student and one for the communication partner). Picture size, spacing and contrast were assessed for optimal visual use. A core vocabulary was determined across all sites with site specific vocabulary included for each site (See Sample Site Vocabulary under Evaluation Findings Section). As seen in the "Communication System Expansion Data" in the Evaluation Findings Section, students at the other four sites expanded their forms of communication to several different types of systems including, object systems, gestures and touch systems, electronic communication boards, and picture communication systems.

At the vocational training sites, initial data showed that prior to the expanded, partner friendly communication boards, there was minimal interaction with co-workers and customers. Increases in interactions occurred with use of the partner-friendly systems across all communication partners (although still limited in stranger category). Training occurred with primary communication partners on expanded systems. Regular and irregular communication partners received information by leaving extra boards in certain departments and in break rooms. Letters regarding communication board use were given to department heads. Boards were adapted to improve interaction with strangers (customers).

In Cobb County, Troup County, Catoosa County, and Bibb county, most students were primarily functioning on a nonsymbolic level with no formal communication system. More partner-friendly object communication systems were explored with targeted students as well as systems indicating want/no, choice making and signaling. The systems were infused into community based instruction with object systems having words. For example, some students provide the labeled object when ordering at McDonalds.

Student's communication systems were modified and assessed throughout the project's three years to maximally assist the students to communicate with a wide variety of communication partners. Four students used electronic communication devices

(WOLF) to increase their interactions with others. For the students at Cobb County, this was successful. For the AASD students, some preferred the WOLF even though they could not hear it. Although it initially appeared successful with increased interactions with communication partners, some partners would speak back to the student assuming he/she could hear even though the device was clearly marked stating the student was deaf. Electronic systems had to be discontinued with these students at AASD for this reason.

OBJECTIVE 5. Collaborative Family Involvement.

5.1 Solicit family members input regarding students total communication system and its current implementation.

5.2 Ask family members to identify primary, regular, irregular and potential stranger communication partners student encounters in the home and community settings and determine, through interview and direct observation, student's ability to effectively communication with them.

5.3 Verify and expand ecological inventory through parent interview to identify activities students engage in with these various types of communication partners.

5.4 Identify expanded communication needs for home environment and partners, and teach student expanded communication system.

5.5 Teach parents how to instruct and interact with student on expanded forms.

Activities 5.1 - 5.5: Contact was been made with each family regarding the project objectives. In Cobb, the two mentor parents were actively involved in the project. One was involved by joining the Deaf-Blind Advisory Committee Summer of 1993, and has been providing invaluable input. Parents have actively modified and assessed expanded communication systems and promoted interaction with others. Parents at AASD, receive written information, phone consultation and parent meetings. Parents in Troup, Bibb, and Catoosa counties who wanted home visits received them.

OBJECTIVE 6. Mentor Training.

6.1 Select in each participating LEA at least one parent and one teacher to be trained as a mentor.

6.2 Provide training to mentors on effective consultation practices.

6.3 Designate surrounding LEAs in which mentors will provide consultation and technical assistance to teachers and parents with students with deaf-blindness.

Activities 6.1 - 6.3: Mentor training occurred in the four sites which the project had targeted for over two years (AASD, Cobb, Bibb, Troup). There are eight mentors in all from this project. In Cobb, one teacher and two parents were involved in mentor training. In AASD, two teachers were involved in mentor training, with no parents interested. In Troup County, one teacher performed numerous mentor activities, in Bibb two teachers became mentors. This is more teacher mentors than the project originally planned (originally four) and less parent mentors than originally planned (originally four). (Parents were solicited, but not interested at this time. Strong parent focus is planned for next Georgia Deaf-Blind Project, targeting deaf-blind parent group and wider area).

Mentors were involved in State Deaf-Blind activities. Two of the mentors are serving on the State Deaf-Blind Advisory Committee. One mentor teacher from AASD has begun doing presentations on communication, community-based instruction and adaptations for students with deaf-blindness. This includes presentations at the Optimus Club, Education Honors Society, and the state Augmentative and Alternative Communication workshop. Mentors have also provided information to other teachers to assist with effective instruction with deaf-blind students.

Although the initial grant specified having the mentor teachers and mentor parents go to other school systems, it is being found that teachers would prefer to go to the demonstration sites and talk with the mentors and have phone consultations. Five visits have occurred at the demonstration sites. (See list of other mentor activities under Mentor Activities in Evaluation Findings section).

OBJECTIVE 7. Dissemination.

7.1 Invite teachers, parents, and related staff members to visit demonstration sites in LEAs to assist them in conceptualizing effective practices in the areas of communication, sensory use and adaption, and CBI with students with deaf-blindness.

7.2 During each year provide regional training workshops within the state to disseminate information.

7.3 Disseminate information through national conferences (e.g., National CEC conference or TASH conference), State conferences, parent conferences (Georgia ARC), and Bureau for Severe Disabilities newsletter.

7.4 Dissemination of manuals (with content including communication system development as pertaining to type of communication partner, training in communication strategies, sensory use and adaptation and CBI practices for students with deaf-blindness) developed through this project to related projects and GLRS centers throughout the state.

7.5 Technical assistance will be provided to related projects. These would include Georgia's Augmentative and Alternative Communication Project, Transition from School to Adult Life for Students with Deaf-Blindness Project, Bureau for Severe Disabilities as well as national TA Projects (TRACES, HKNC-TAC). They will receive manuals and have consultation visits made available to their sites.

Activity 7.1: LEAs were invited to visit the demonstration sites. Five visits occurred.

Activity 7.2 & 7.3: Multiple workshops and conference presentations were made regarding the content of this project. They are listed as follows:

Communication inservice with AAC Project, 1993, La Grange
Communication workshop with AAC Project, 1993, Amicolola Falls
Communication workshop, 1993, Oconee RESA
Communication & CBVI, Parent workshop, 1993
Communication inservice, Atlanta City Schools, 1993
Bureau Workshops on Vision and Deaf-Blindness, Athens, 1994
Bureau Workshop on Vision and Deaf-Blindness, 1994
CEC State Conference on Communication, 1994
Low Incidence Conference, Instructional Strategies for Students who are Deaf-Blind, 1994
International conference on Mental Retardation, on Communication 1994
Bureau Workshop on Vision and Deaf-Blindness, 1995
Bureau Workshop on Orientation & Mobility, 1995
CEC meeting, on cortical vision impairments (as present with students with multiple impairments and deaf-blindness), 1995
National CEC conference, 1995
Summer Deaf-Blind Institute on Communication, 1995, Simpsonwood
Georgia Deaf-Blind Project Weekend Retreat, Communication, 1995

As seen above, some workshops were done in conjunction with other projects such as the State Augmentative and Alternative Communication Project, and the Bureau for Multiple and Severe Disabilities. Other workshops were done as a part of conferences (CEC, MR). Some of the inservices were a part of the Georgia Deaf-Blind Project Activities and the remaining were done separately. Most of the inservices were on communication and these discussed types of communication systems used in Project EPIC with students who are deaf-blind. Some of the presentations were exclusively on students who are deaf-blind (State CEC conference), while others (such as the International MR conference) discussed methods of communication with additional populations. (See Workshop data and Letters of thanks in Evaluation Findings Section).

Activity 7.3 & 7.4 Several written materials were disseminated regarding Project EPIC's activities and research. Three articles were written for the Bureau for Multiple and Severe Newsletter. The first newsletter article was written by a teacher mentor at AASD describing the development of the expanded communication system used in her vocational training project (VOICE). A second newsletter article was written by this project in the Bureau for Multiple and Severe Newsletter describing Orientation and Mobility. The third article discussed some suggestions working with students who are deaf-blind. These articles were disseminated to the 600 teachers throughout the state of Georgia. (See under Publications in Evaluation Findings section.)

Another article appeared in Georgia State's University's Milestones describing Project EPIC. It is distributed to 22,000 people across the nation.

Four articles have been accepted in journals regarding the research on communication with students who are deaf-blind which occurred on Project EPIC. A fifth manuscript has been submitted to a journal and we are waiting for a replay. The articles are as follows:

Heller, K., Ware, S., Allgood, P., & Castelle, M. (1994). Use of dual communication boards with students who are deaf-blind. Journal of Visual Impairments and Blindness, 88, 368-376.

Heller, K., Alberto, P., & Bowdin, J. (1995). Interactions of Communication Partners and Students who are Deaf-Blind: A Model. Journal of Visual Impairments and Blindness, 89(5), 391-401.

Heller, K.W., Ware, S., Allgood, P., & Castelle, M. (in press). Use of dual communication boards at vocational sties by students who are deaf-blind. RE:view.

Heller, K.W., Ware, S., Allgood, P., Arnold, S., & Castelle, M., (in press). Initiating requests during community-based vocational training by students with mental retardation and sensory impairments". Research in Developmental Disabilities.

Heller, K.W., Allgood, M., Davis, B., Arnold, S., Castelle, M., & Taber, T. Promoting nontask-related communication at vocational sites. (Submitted for publication).

Activity 7.4: Manuals and checklists have been distributed to individuals interested in project activities. A monograph: "Effective Partner Interaction in the Community" has been written regarding project activities and was distributed in the 1995 Project Directors meeting. It has been distributed across Georgia through GLRS, mentor teachers, GSU graduate school, among others. (See Publications under Evaluation Findings for Table of Contents).

Activity 7.5: Project EPIC has coordinated with the Georgia AAC Project, Transition from School to Adult Life for Students with Deaf-Blindnesss Project, and the Bureau for Students with Severe Disabilities (See above text and letters of thanks).

PROBLEMS AND RESOLUTIONS

One problem encountered by Project EPIC was that one of the demonstration sites (LaGrange) had fewer students with deaf-blindness than anticipated. To address this issue, an extra demonstration site was added. No other problems were encountered by the grant.

RESEARCH AND EVALUATION FINDINGS

Research occurred addressing various aspects of communication and were published. The following is an abstract concerning each article:

Heller, K., Ware, S., Allgood, P., & Castelle, M. (1994). Use of dual communication boards with students who are deaf-blind. Journal of Visual Impairments and Blindness, 88, 368-376.

Abstract: The student examined the use of dual communication boards for teaching appropriate communication responses to three high school students who were deaf-blind. IT found that the students were able to use these boards with 100 percent accuracy in three communication routines in both school and community environments.

Heller, K., Alberto, P., & Bowdin, J. (1995). Interactions of Communication Partners and Students who are Deaf-Blind: A Model. Journal of Visual Impairments and Blindness, 89(5), 391-401.

Abstract: This article examines various forms of communication systems for their "partner friendliness" and presents a model of different types of communication partners and their communication needs. Case samples illustrate how the forms of communication of two students who are deaf-blind were expanded to promote greater communication with a variety of partners in different settings.

Heller, K.W., Ware, S., Allgood, P., & Castelle, M. (in press). Use of dual communication boards at vocational sties by students who are deaf-blind. RE:view.

Abstract: An integral part of training students with deaf-blindness at community-based vocational sties requires teaching effective forms of communication. Students who are deaf-blind need communication systems which ar understandable to co-workers and easily used by co-workers to communicate with the student. This study examined the use of dual communication boards (one communication board for the student and one for the communication partner) during community-based vocational training with students with deaf-blindness and individuals at the work site. Data were collected on student performance and communication partner reaction to dual communication boards. Data indicated high accuracy rate of dual communication board use by students and a high preference for dual communication boards over single communication boards by communication partners. Use of dual communication boards as a permanent strategy to enhance interactions with co-workers, supervisors, and other communication partners is examined.

Heller, K.W., Ware, S., Allgood, P., Arnold, S., & Castelle, M., (in press). Initiating requests during community-based vocational training by students with mental retardation and sensory impairments". Research in Developmental Disabilities.

Abstract: Students with mental retardation and deafness or deaf-blindness often need some type of communication system to effectively communicate with communication partners during community-based vocational training. However, students may need specific training to learn how to initiate requests for items or assistance; a skill identified as critical for job success. Students were taught to initiate requests using dual communication boards and gestures. Data were taken on student performance using a Multiple-Baseline Probe Design in which data were collected during baseline, intervention, and generalization phases. Students were able to initiate requests with 80% to 100% accuracy with the communication system at vocational sites. Training students to initiate requests may need to be targeted when students are first learning a job, since this is when most naturally occurring opportunities exist.

Heller, K.W., Allgood, M., Davis, B., Arnold, S., Castelle, M., & Taber, T. Promoting nontask-related communication at vocational sites. (Submitted for publication).

Abstract: This study examined the effectiveness of using dual communication boards with student specific vocabulary on increasing ontask-related communication between students and co-workers at community-based vocational sties. Three students with mental retardation and deafness or deaf-blindness participated in the study. All three students were able to effectively communicate using the communication system with 80% to 100% accuracy. Co-workers found this to be an important skill and want to continue this form of communication. Issues for achieving a natural conversation symbol selection, and vocabulary selection are discussed.

Data support positive evaluation findings across all goals, objectives, and activities of the grant. Positive results were found across knowledge learned, implementation of recommendations, satisfaction with the project activities, and significant child change data. The following evaluation data address each objective on the grant. Sample forms and results are included and are in the following order:

1. Summary Data on Student Assessments
2. Data on EPIC Site Analysis
3. Sample Sites
4. Community-Based Vocational Training Program & Forms
5. Recommendation Results
6. Quality Indicator Data

7. Satisfaction Forms & Letters
8. Communication System Expansion
9. Sample Site Vocabulary
10. Mentor Activities
11. Workshop Data, Letters, Conferences
12. Publications (other than articles)

SUMMARY DATA ON STUDENT ASSESSMENTS

Communication: AASD

Student	Primary Form of Communication	Communication Functions	Communication Content	Discourse Skills	Difficult Environments with primary Communication
1	manual signs tactile signs	all	extensive	all	vocational sites, CBI
2	manual signs	all	extensive	all	vocational sites, CBI
3	manual signs	all	extensive	all	vocational sites, CBI
4	manual signs	all	extensive	all	vocational sites, CBI
5	manual signs	all	extensive	all	vocational sites, CBI
6	manual signs	all	extensive	all	vocational sites, CBI
7	nonsymbolic (SIB, screaning) (Some objects and tactile cues receptively)	protest request	break time, reinforcers	none	school community home
NEW	STUDENT 1993-	1995			
8	manual signs	all	extensive	all	vocational sites, CBI

Student	Primary Form of Communication	Communication Functions	Communication Content	Discorse Skills	Difficult Environments with with present Communication
1	----	----	----	----	----
2	Nonsymbolic: few responses, limited motor movement, cries (Receptively, teacher uses spoken words)	protest request	limited	limited	All
3	Nonsymbolic: Smiles, moves arms, "aaah" (Receptively, teacher uses spoken words)	protest request	limited	limited	All
4	Nonsymbolic: smiles, dries, shakes head, says "hi" (Receptively, teacher uses spoken words)	protest request	limited	limited	All
5	Nonsymbolic: smiles, reaches, cries, arm movement (Receptively, teacher uses spoken words)k	protest request	limited	limited	All

Cobb cont.

6	Nonsymbolic: grunting noises, points, turns head away, pushes things, will walk up to you and pull to desired item, gestures with assistance (bathroom and eat) (Receptively, teacher uses spoken words)	protest request	limited	limited	All
7	Nonsymbolic and Symbolic: Signs with assist, gestures, voacilizes, pushes items away, pulls arm, smiles (receptively teacher using signs and pictures)	protest request	limited	limited	All

Troup

Student	Primary Form of Communication	Communication Functions	Communication Content	Discorse Skills	Difficult Environments with with present Communication
1	signs pictures some words	all	depends on environment	some	select environments
2	Nonsymbolic: smiles body stiffens	protest request	limited	limited	All

Communication: Bibb County

Student	Primary Form of Communication	Communication Functions	Communication Content	Discourse Skills	Difficult Environments with primary Communication
1	speech handwriting leaning braille	all	extensive	all	some school, CBI
2	spech handwriting typewriter large print books	all	extensive	all	some school, CBI
3	speech	all	extensive	all	some school, CBI
4	body movements facial expressions gutteral sounds	request protest	limited	limited	school, CBI
5	body movements facial expressions, gutteral sounds	request protest	limited	limited	school, CBI

Communication: Catossa County

Student	Primary Form of Communication	Communication Functions	Communication Content	Discourse Skills	Difficult Environments with primary Communication
1	Smiles/ cries body movement facila expresions pull giar scratch face	protest request	limited	limited	school, CBI
2	body movements points imitates actions facial expressions	protest request	limited	limited	school, CBI
3	body tension/ relax facial expressions gutteral sounds	protest request	limited	limited	some school, CBI
4	body movements facial expressions gutteral sounds	request protest	limited	limited	school, CBI
5	speech gestures body movements facial expressions, gutteral sounds	request protest	limited	limited	school, CBI

Vision Summary Sheet
AASD Students

	1	2	3	4	5	6	7	8
Pupillary reaction	A	P	P	A	A	A/S	A	P
Muscle balance	A	A	A	S	A	P	-	P
Blink reflex	A	P	P	P	P	P	A	P
Orients (fields of vision)	A	P	P	A	A	P	A	P
Fixates on object 4", 12-18 in., 10 ft.	A	P/I	P/I	P/I	P/I	P/I	A	P/I
Shifts gaze	P	P	P	P	P	P	A	P
Approach-reach	V/T	V	V	V	V	P	T	V
Tracks horizontally	P/S	P	P	P	P	P	A	P
Tracks vertically	P/S	P	P	P	P	P	A	P
Tracks circularly	P/S	P	P	P	P	P	A	P
Scans	P/S	P	P	P	P	P	A	P
Coverges	A	P	P	P	P	P	A	P
Picks up & tracks small objects	I	P/I	P/I	P	P	P/I	A	P/I
Eye preference	R	A	A	A	A	A	A	A
Match to sample items	P/M	P/M	P/M	P	P	P	A	P
Visual behaviors	A	A	A	A	A	A	P	A

P=Present
A=Absent /Abnormal
S=See full exam results
I=Inconsistent

V=Visually
T=Tactually
R=right (O.D.)
L=left (O.S.)

M=mangifier

(Student 8 is a new student starting 1993)

Vision Summary Sheet
Cobb County Students

	1	2	3	4	5	6	7
Pupillary reaction	INC	P/A	P	A	A	A	U
Muscle balance	INC	P	P	A	P	P	A
Blink reflex	INC	A	A	P	P	P/A	P
Orients (fields of vision)	INC	A	A	A	P	A	P
Fixates on object 4", 12-18in., 10 ft.	INC	A	A	A	A	P/A	P/A
Shifts gaze	INC	A	I	A	A	A	P
Approach-read	INC	A	P	T	A	A/P	I
Tracks horizontally	INC	A	A	A	P	A/P	P
Tracks vertically	INC	A	A	I	P	A/P	A
Tracks circularly	INC	A	A	A	A	A/P	P/A
Scans	INC	A	A	A	A	A/P	P
Converges	INC	A	P	A	A	A/P	U
Picks up & tracks small objects	INC	A	A	A	A	P	P
Eye preference	INC	U	A	L	R	R	R
Match to sample items	INC	A	A	A	A	A	A
Visual behaviors	INC	A	P	A	P	P	P

P= Present
A= Absent /Abnormal
S= See full exam results
I= Inconsistent
IP= In progress
U= Unable to determine
INC= Student had chronic absenses and finally moved away

V= Visually
T= Tactually
R= right (O.D.)
L= left (O.S.)

Vision Summary Sheet
Troup County Students

Pupillary reaction	A	P
Muscle balance	A	P/A
Blink reflex	A	P
Orients (fields of vision)	A	I
Fixates on object 4", 12-18in., 10 ft.	A	I
Shifts gaze	A	I
Approach-read	A	P
Tracks horizontally	A	I
Tracks vertically	A	I
Tracks circularly	A	I
Scans	A	P
Converges	A	I
Picks up & tracks small objects	A	P
Eye preference	A	I
Match to sample items	A	P
Visual behaviors	A	P

P= Present
A= Absent
S= See full exam results
I= Inconsistent
IP= In progress
U= Unable to determine
INC= Student had chronic absenses and finally moved away

V= Visually
T= Tactually
R= right (O.D.)
L= left (O.S.)

VISION SUMMARY: BIBB COUNTY

	1	2	3	4	5		
Pupillary reaction	A	P	P	U	U		
Muscle balance	P	P	P	U	U		
Blink reflex	P	A	A	A	A		
Orients (fields of vision)	P	P DOWN ONLY	P	A	A		
Fixates on object 4", 12-18in., 10 ft.	P/I	P/I	P/I	A	A		
Shifts gaze	P	P	P	A	A		
Approach-reach	V	V	V	I	I		
Tracks horizontally	P	P	P	A	A		
Tracks vertically	P	P	P	A	A		
Tracks circularly	P	P	P	A	A		
Scans	P	P	P	A	A		
Converges	P	A	A	A	A		
Picks up & tracks small objects	P	P	P	A	A		
Eye preference	L	A	A	A	A		
Match to sample items	P	P	I	A	A		
Visual behaviors	A	A	A	P	P		

	1	2	3	4	5		
Pupillary reaction							
Muscle balance							
Blink reflex							
Orients (fields of vision)							
Fixates on object 4", 12-18in., 10 ft.							
Shifts gaze							
Approach-read							

SUMMARY VISION: CATOOSA COUNTY

	1	2	3	4	5		
Pupillary reaction	P	-	P	P	P		
Muscle balance	P	-	A	P	P		
Blink reflex	A	A	P	A	P		
Orients (fields of vision)	A	A	A	A L-I	DOWN ONLY		
Fixates on object 4", 12-18in., 10 ft.	A	A	A	A	P		
Shifts gaze	A	A	A	A	P		
Approach-reach	A	A	A	A	V		
Tracks horizontally	A	A	A	A	P		
Tracks vertically	A	A	A	A	P		
Tracks circularly	A	A	A	A	A		
Scans	A	A	A	A	A		
Converges	A	A	A	A	P		
Picks up & tracks small objects	A	A	A	A	P		
Eye preference	A	A	A	L	R		
Match to sample items	A	A	A	A	P		
Visual behaviors	A	A	P	P	P		

Summary of Hearing Assessment
AASD Students

	1	2	3	4	5	6	7	8
Does the student respond to gross sounds?	Y	I	Y	Y	N	N	N	Y
Does the student respond to music or musical item?	N	N	Y	Y	N	N	N	N
Does the student respond to voices?	N	N	Y	Y	N	N	N	N
Does the student turn towards sounds in the environment?	N	N	Y	Y	N	N	N	Y
Does the student turn towards a familar voice?	N	N	N	Y	N	N	N	N
Can the student find familiar items in the environment from auditory cues?	N	N	N	Y	N	N	N	N
Can student discriminate speech at all?	N	N	N	Y	N	N	N	N
Can student hear speech only when shouted?	N	N	N	Y	N	N	N	N
Can student hear speech at a normal level?	N	N	N	Y	N	N	N	N
Can student hear speech at a whisper?	N	N	N	N	N	N	N	N
Can student hear in a noisy environment?	N	N	N	N	N	N	N	N
Can student hear a low man's voice?	N	N	N	Y	N	N	N	N
Can student hear a high woman's voice?	N	N	N	Y	N	N	N	N
Does the student use hearing aides?	Y	Y	Y	Y	N	N	N	Y
Decibel and Hz audiogram on file	Y	Y	Y	Y	Y	Y	Y	Y

Y=Yes N=No I=Inconsistent

(Student 8 is a new student, starting 1993)

Summary of Hearing Assessments
Cobb County Students

	1	2	3	4	5	6	7
Does the student respond to gross sounds?	INC	Y	Y	N	N	I	I
Does the student respond to music or musical item?	INC	I	I	I	I	I	N
Does the student respond to voices?	INC	I	I	I	I	I	N
Does the student turn towards sounds in the environment?	INC	N	I	N	Y	I	I
Does the student turn towards familiar voices?	INC	N	N	N	Y	I	N
Can the student find familiar items in the environment from auditory cues?	INC	N	I	N	IP	I	N
Can student discriminate speech at all?	INC	N	I	I	IP	Y	N
Can student hear speech only when shouted?	INC	N	N	N	IP	N	I
Can student hear speech at a normal level?	INC	I	I	N	I	N	I
Can student hear speech at a whisper?	INC	Y	?	IP	IP	IP	N
Can student hear in a noisy environment?	INC	I	I	IP	IP	IP	N
Can student hear a low man's voice?	INC	U	U	IP	IP	IP	N
Can student hear a high woman's voice?	INC	Y	I	IP	IP	IP	N
Does the student use hearing aides?	INC	N	N	N	N	N	N
Decibel and Hz audiogram on file	INC	?	?	U	U	U	Y

Y=Yes N=No I=Inconsistent IP=In Progress U=Unable to locate at this time

***INC=Incomplete due to (not returning to)school - illness or moved away**
absense from

Summary of Hearing Assessments
Troup County Students

Does the student respond to gross sounds?	Y	Y
Does the student respond to music or musical item?	Y	Y
Does the student respond to voices?	Y	I
Does the student turn towards sounds in the environment?	I	I
Does the student turn towards familiar voices?	I	I
Can the student find familiar items in the environment from auditory cues?	N	I
Can student discriminate speech at all?	N	Y
Can student hear speech only when shouted?	N	N
Can student hear speech at a normal level?	Y	I
Can student hear speech at a whisper?	I	N
Can student hear in a noisy environment?	I	I
Can student hear a low man's voice?	U	U
Can student hear a high woman's voice?	Y	I
Does the student use hearing aides?	Y	Y
Decibel and Hz audiogram on file	Y	Y

Y=Yes N=No I=Inconsistent IP=In Progress U=Unable to locate at this time

*INC=Incomplete due to (not returning to)school - illness or moved away
absense from

BIBB COUNTY · HEARING	1	2	3	4	5		
Does the student respond to gross sounds?	Y	Y	Y	Y	Y		
Does the student respond to music or musical item?	Y	Y	I	Y	I		
Does the student respond to voices?	Y	Y	I	I	I		
Does the student turn towards sounds in the environment?	I	Y	I	I	I		
Does the student turn towards familiar voices?	Y	Y	I	I	I		
Can the student find familiar items in the environment from auditory cues?	Y	Y	Y	N	N		
Can student discriminate speech at all?	Y	Y	I	Y	I		
Can student hear speech only when shouted?	N	N	N	N	N		
Can student hear speech at a normal level?	I	Y	I	N	I		
Can student hear speech at a whisper?	I	Y	N	N	I		
Can student hear in a noisy environment?	Y	I	I	N	I		
Can student hear a low man's voice?	Y	-	-	Y	I		
Can student hear a high woman's voice?	Y	Y	I	-	I		
Does the student use hearing aides?	Y	N	I	N	N		
Decibel and Hz audiogram on file	Y	Y	Y	Y	-		

CATOOSA COUNTY- HEARING	1	2	3	4	5		
Does the student respond to gross sounds?	I	Y	Y	Y	Y		
Does the student respond to music or musical item?	Y/I	Y	Y	I	Y		
Does the student respond to voices?	Y/I	Y	I	I	Y		
Does the student turn towards sounds in the environment?	I	I	I	I	I		
Does the student turn towards familiar voices?	I	Y	I	I	I		
Can the student find familiar items in the environment from auditory cues?	N	Y	I	N	I		
Can student discriminate speech at all?	I	Y	Y	Y	Y		
Can student hear speech only when shouted?	N	N	N	N	N		
Can student hear speech at a normal level?	I	Y/I	I	I	Y		
Can student hear speech at a whisper?	N	N	N	N	I		
Can student hear in a noisy environment?	I	N	I	I	I		
Can student hear a low man's voice?	-	-	I	-	Y		
Can student hear a high woman's voice?	Y/I	Y	I	I	I		
Does the student use hearing aides?	N	N	N	N	Y		
Decibel and Hz audiogram on file	N	Y	Y	Y	Y		

Summary Mobility Skills
AASD Students

	1	2	3	4	5	6	7	8
Can the student travel independently?	Y	Y	Y	Y	Y	Y	N	Y
Does the student use mobility aids?	N	N	N	N	N	N	N	N
Does the student use any self-protection techniques?	Y	N	N	N	N	N	Y	N
How well does the student use landmarks, clues, self-familarization?	F	G	G	G	G	G	P	F
Does the student run into walls, or other objects?, trip over curbs?	Y	N	N/Y	N	N	S	Y	S
Are certain environments more difficult for the student?	Y	Y	Y	Y	Y	Y	Y	Y
How long does it take for the student to orient to a new environment?	L/A	A	A	A	A	A	L	A
Do you think student would profit from orientation and mobility training?	Y	N	N	N	N	N	Y	N

* Nonambolatory

Y=Yes
S=Something
N=No
G=Good
F=Fair
P=Poor
L=Long
A=Average
S=Short

(Student 8 is a new student starting in 1993)

Summary Mobility Skills
Cobb County Schools

	1	2	3	4	5	6	7
Can the student travel independently?	N	N	S	N	N	Y	Y
Does the student use mobility aids?	WC	WC	W	WC	WC	N	N
Does the student use any self-protection techniques?	N	N	Y	N	N	N	Y
How well does the student use landmarks, clues, self-familiarization?	-	-	P	-	-	F	F
Does the student run into walls, or other objects?, trip over curbs?	-	-	Y	-	-	S	S
Are certain environments more difficult for the student?	-	-	Y	-	-	Y	Y
How long does it take for the student to orient to a new environment?	-	-	L	-	-	L	S
Do you think student would profit from orientation and mobility training?	N	N	Y	N	N	Y	Y

*Nonambolatory

Y=Yes
S=Something
L=Long
WC=Wheelchair
F=Fair
P=Poor
G=Good
W=Walker
S=Short
N=No
A=Average

Summary Mobility Skills
Troup County Schools

Can the student travel independently?	N	Y
Does the student use mobility aids?	WC	N
Does the student use any self-protection techniques?	N	Y
How well does the student use landmarks, clues, self-familiarization?	-	F
Does the student run into walls, or other objects?, trip over curbs?	-	Y
Are certain environments more difficult for the student?	-	Y
How long does it take for the student to orient to a new environment?	-	A
Do you think student would profit from orientation and mobility training?	N	Y

*Nonambolatory

Y=Yes
S=Something
L=Long
WC=Wheelchair

F=Fair
P=Poor
G=Good
W=Walker

S=Short
N=No
A=Average

BIBB COUNTY- O & M

	1	2	3	4	5		
Can the student travel independently?	Y	Y	Y	N	N		
Does the student use mobility aids?	N	N	N	N* W/C	N* W/C		
Does the student use any self-protection techniques?	N	N	N	N	N		
How well does the student use landmarks, clues, self-familiarization?	G	G	G	P*	P*		
Does the student run into walls, or other objects?, trip over curbs?	N	N	N	N/A	N/A		
Are certain environments more difficult for the student?	Y	Y	Y	N/A	N/A		
How long does it take for the student to orient to a new environment?	A	A	A	A	A		
Do you think student would profit from orientation and mobility training?	Y	Y	Y	N	N		

CATOOSA COUNTY	1	2	3	4	5		
Can the student travel independently?	N	CRA WL	N	N	Y		
Does the student use mobility aids?	W/C	Y	W/C	W/C	N		
Does the student use any self-protection techniques?	N	Y	N	N	I		
How well does the student use landmarks, clues, self-familiarization?	N	A	N	N	N		
Does the student run into walls, or other objects?, trip over curbs?	N/A	N	N/A	N/A	Y		
Are certain environments more difficult for the student?	N/A	Y	N	N	Y		
How long does it take for the student to orient to a new environment?	A	A	A	A	N		
Do you think student would profit from orientation and mobility training?	N	N	N	N	Y		

DATA ON EPIC SITE ANALYSIS

EPIC SITE INVENTORY

I. Communication

Environment: TARGET

Subenvironment: Stockroom / arrival/ break

List Site Activities	Necessary		Optional		Functions	Partner Type
	Communication Interactions	Content	Communicaton Interactions	Content		
1. Sign in	Greeting Determining what work to do	hello	extended greeting (how are you)		greeting	irregular regular
2. Prepare items for floor (open boxes, match numbers, ck prices, remove paper, put in box, close, stack boxes)	Locating price gun Asking for help (match price locating items setting price gum)	see list	Conversation with employees nearby		request comment answer	primary regular irregular
3. Break	Greet		Ask to play tic-tac-toe social exchange		comment initiate answer	regular irregular

Level of Discourse Skills requires: extensive, all

Number of interactions: more secluded enviornoment. interactions will depend upon job difficulties as well as when co workers are in the area

II. Sensory and Related Areas

	Activity 1 (location) stockroom	Activity 2 (location) sign in area	Activity 3 (location) breakroom	Activity 4 (location) general store
A. VISION				
Lighting & Source	poor high fluor.	good fluor. & wind.	good fluor.	ok fluor.
Glare	little	some	little	ok
Contrast Colors	poor contrast	good	good	ok
Size of Material	varies	small	ok	varies
Location	can adjust	ok	ok	varies
Other				
B. AUDITORY				
Noise level	low	low	low	low
Foreground/background noise	not much background	not much background	not much background	varies
Types of sounds	voice	voice	voice	varies
Other				
C. MOBILITY				
Floor plan map	y	y	y	y
Narrow areas	around table	no	no	varies
Location/types material easily displaced	ok	ok	ok	ok
Other				

TARGET

III. Site Integration Factors

1. Familiarity of site to individuals with deaf-blindness:

   limited

2. Receptivity of site to information regarding deaf-blindness:

   ok

3. Receptivity of site in information/training regarding communication devices:
   high

4. Consideration of site to environmental adaptations:

   limited

5. When is site least and most busy:

   afternoon-peak

6. How often are same employees at the same job/location (or are they rotated?):

   varies

EPIC SITE INVENTORY

I. Communication

Environment: Eckerds

Subenvironment: on the floor

List Site Activities	Necessary Communication Interactions	Content	Optional Communicaton Interactions	Content	Functions	Partner Type
1. Determine job	Ask which job		social interaction		ask comment	regular
2. Stock items	Ask for help Clarify (see list) Customer questions		conversations with coworker		ask comment request	regular primary stranger
3. Sticker items/ Arrange items	(as above)					
4.						

Level of Discourse Skills requires:

Number of interactions:

SAMPLE SITES

Sample Sites and Activities

Community Sites	Vocational Instruction	Community-Based Instruction
Chick-Fil-A/Other Fast Food	Salad Preparations	Food selection
	Chicken salad sandwiches	Ordering Food
	Washing dishes	Paying for food
	Filling special catering orders	Seat selection
	Cleaning work area spills	Socialization
	Preparing trays for customers	Clean up table
Clarkston Public Library	Straightening shelves	Locating section
	Picking up trash on floor	Book selection
	Straightening magazines	Check out book
	Removing due-date stickers from books	
	Sorting books by number	
	Emptying night deposit box	
	Cutting "book marks"	
	Applying sticker/labels	
Eckerd Drugs	Straightening shelves	Locating pushing carts
	Applying security stickers	Locating item
	Checking for out-of-date merchandise	Taking items to checkout
	General cleaning	Paying for items
	Unloading delivery trucks	Exiting store
Hall's Flower Shop	Filling flats with dirt	
	Transplanting seedling	
	Sorting and cleaning "old" flats	
	Sweeping floors	
	Sorting pots	
	Watering	
	pruning	
	Weeding	
	Labeling plants	
	Transporting plants	

Community Sites	Vocational Instruction	Community-Based Instruction
Northlake Regional Med. Center Food Service	Filling salad bar containers	
	Cleaning vegetables, fruits	
	Cutting vegetables, fruits	
	Preparing salad bowls	
	Cleaning work areas	
	Bagging silverware	
	Preparing juice trays	
	Filling nutrition orders	
	Disassembling breakfast cart	
	Emptying trash	
	Preparing dishes for washer	
	Loading washer	
	Putting away clean dishes	
	Bussing tables	
	Replacing salt/pepper on tables	
	Running carpet sweeper as needed	
	Refilling condiments	
Piccadilly/Pizza Hut & Other Restaurants	Cleaning tables	Locate end of line
	Sanitizing tables	Go through line
	Filling sugar containers	Food selection/order
	Filling salt and pepper containers	Find table
	Sorting silverware	Socializing
	Salad preparation	
	Food preparation	
Great Clips	Mop floors	
	Clean/wash/dry bathrooms	
	Straighten merchandise on lobby	
	Clean vacant stations	
	Sweep between client appointments	
	Clean baseboards	
	Clean breakroom	
	Fold towels	
	Trash maintenance	

Community Sites	**Vocational Instruction**	**Community-Based Instruction**
Kroger & Other Groceries		
Produce	Weighing produce	Locating and Pushing cart
	Pricing produce	Identifying aisles/section
	Conditioning produce	Taking items to checkout
Bakery/Deli	Bagging bread	Paying for item
	Panning cookies	Exiting store
	Applying pricing labels	
Front End	Bagging groceries	
Meat	Weighing	
	Packaging	
	Stocking	
	Conditioning displays	
Floral	Pricing	
	Polishing plant leaves	
	Stocking	
Northlake Regional Med Center Housekeeping	Sanitizing rooms	
	Spot cleaning carpets	
	Bathroom cleaning	
	Vacuuming	
	Sanitizing/making beds	
	Sanitizing/cleaning floor	
	Kitchen areas	
Target & Department	Unpacking/stocking shelves	Locating cart
	Categorizing materials	Identify aisle/sections
	Pricing	Locating items
	Clean glass cases	Checking prices
	Waxing metal racks	Taking items to checkout
	Straightening shelves	Pay for items
	Trash maintenance	Exiting store
Uniform Rental	Separating and re-stacking hangers	
	Separating and rolling mats	
	Sorting	
	Filing	
	Simple office routines	
	Removing labels	
	Folding various sizes of towels	
	Hanging smocks/pants	

Table 14 Continued

Community Sites	**Vocational Instruction**	**Community-Based Instruction**
Bowling		Get shoes
		Locate lane
		Choose bowling ball
		Taking turns bowling
		Socializing
		Ordering food at snack bar
		Locating restroom
Park		Socializing
		Locate picnic area
		Locate restrooms
		Safety issues

COMMUNITY-BASED VOCATIONAL TRAINING PROGRAM AND FORMS

Georgia Department of Education
Office of Special Services
Atlanta Area School for the Deaf
890 North Indian Creek Drive
Clarkston, Georgia 30021
(404) 296-7101 FAX (404) 299-4485

Werner Rogers
State Superintendent of Schools

Bill Gambill
Associate State Superintendent

COMMUNITY-BASED VOCATIONAL TRAINING PROGRAM

Purpose of the Program

The vocational program is a part of the special education program in which each student is enrolled. This vocational training program utilizes community facilities. The purpose is to provide students with the opportunity to receive realistic vocational experience in a variety of Fulton, DeKalb and Gwinnett businesses and organizations. The students receive training at these job training sites as part of their overall school program.

Students

All of the students are hearing impaired. Disabilities may include mental, physical, or visual impairments. The interests, abilities, and past experiences of each student help determine the type of vocational training he/she experiences.

School Staff

Supervision and training are provided by school personnel. A school staff person is present at all times while the students are working and is responsible for the quality control of all work done by students. Quality of all work is guaranteed and will be completed by school staff if for some reason the student is unable to complete the task.

Community Job Sites

The job site provides students with the opportunity to learn meaningful vocational skills in realistic work environments. This cannot be duplicated by any other means available to the state school system.

Days/Times/Number of Students

The days and times that a job site is utilized, as well as the number of students at the site, are negotiated between each individual job site and school staff.

Cost to Employer - NONE

These activites will be conducted as part of the school training program. You will not be expected to provide any reimbursement to the students for work done on your premises. The work should be considered bonus assistance for your company as our intent is to provide training experiences, not to replace working employees.

Liability

As these activities are part of the school training program, the state school students are covered by liability and insurance in the same manner as if they were in school activities.

I - Independent	D - Direct
V - Verbal Prompt	I - Indirect
M - Model or Demonstration	P - Periodic
P - Physical Guide	C - Co-worker

GENERAL WORK ADJUSTMENT BEHAVIOR

Student:
Work Site:

Task Area

Level of Supervision									
Date									
1. Enters worksite and locates designated area immediately									
2. Clocks in/reports to proper supervisor									
3. Greets supervisor and co-workers with the appropriate social response									
4. Dress and hygiene appropriate for the work setting									
5. Organizes work materials and begins work immediately									
6. Gets out more supplies when needed									
7. Continues to work without a supervisor present									
8. Identifies and corrects mistakes									
9. Accepts a change in the regular work routine or task									
10. Follows a work/break schedule									
11. Socially interacts with co-worker customers using personal communication system									
12. Follows safety regulations unique to site									
13. Leaves work in an orderly manner									
14. Decreases the following behavior: ____________									
15. Increases the following behavior: ____________ ____________									

Project
V ocational
O pportunities
I n
C ommunity
E nvironments

SKILL AQUISITIONS

Key: I - Independent V - Verbal M - Model P - Physical Guidance
Level of Supervision: D - Direct I - Indirect P - Periodic C - Co-worker

STUDENT:
SITE:
TASK/S:
VOCATIONAL TRAINER:

Level of Supervision										
Training or Probe										
Date										
Number of Hrs. Trained										

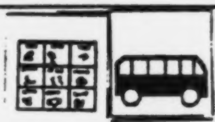
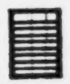
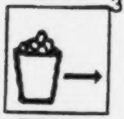
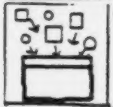
WEEK OF:

STUDENT NAME:

JOB SITE: Northlake Regional
Medical Center
Dietary Services

VOCATIONAL TRAINER:

KEY: S - self directed
L - learning task
T - trainer directed

		MON	TUES	WED	THUR	FRI
	1. Job needs.					
	2. Followed pictoral schedule.					
	3. Emptied trash.					
	4. Bagged silverware.					
	5. Pulled juice trays.					
	6. Pulled nutrition trays.					
	7. Bussed dining room.					
	8. Filled in as needed.					

Project
V ocational
O pportunities
I n
C ommunity
E nvironments

TASK - 1

SKILL AQUISITIONS

Key: I - Independent V - Verbal M - Model P - Physical Guidance
Level of Supervision: D - Direct I - Indirect P - Periodic C - Co-worker

STUDENT:

TASK/S: Pictorial Schedule

SITE: Northlake Regional Medical Food Services

VOCATIONAL TRAINER:

Level of Supervision										
Training or Probe										
Date										
Number of Hrs. Trained										

Remembers to ask for schedule										
Places in appropriate place										
Begins work on time										
Completes tasks as listed										
Follow schedule timewise approx.										
Asks for clarification as needed										
Responds appro. if supervisor changes schedule										

RECOMMENDATION RESULTS

AASD SITE 1992-1993

IMP = Implemented
PI = Partially Implemented
I = Initiated
NP = No Progress

1.	Identify vocabulary which is needed at each job site. (10/92)	IMP (11/92)	
2.	Combine social and work boards. Keep seperate social boards for communication partners. (10/92)	IMP (10/92)	
3.	Use key extender to attach board to prevent boards from tearing. (10/92)	IMP (10/92)	
4.	Develop dual communication boards for students at Target. (11/92)	IMP (11/92)	
5.	Develop dual communication boards for other students. (11/92)	IMP (12/92)	
6.	Expand dual boards to include social and work pages. (11/92)	IMP (12/92)	
7.	Identify sensory adaptations. (11/93)	IMP (11/92)	
8.	Change instructions to communication partner to explain to them to point to center of picture and what to do. (11/92)	IMP (11/92)	
9.	Identify core vocabulary to be used at each site. (12/92)	IMP (12/92)	
10.	Make boards more durable with textiline and clear plastic. (12/92)	PI (01/93)	IMP (02/93)
11.	Assess and try magnifier for T. and M. at Target and Eckerds for checking	IMP (01/93)	

	prices and numbers. (12/93)			
12.	Identify site specific vocabulary at new vocational sites. (01/93)	PI (01/93)	IMP (02/93)	IMP (03/93)
13.	Practice board changes in classroom (besides on site). (01/93)	PI (01/93)	IMP (02/93)	
14.	Have meeting of all vocational trainers and vocational supervisor. (01/93)	IMP (01/93)		
15.	Add game (tic-tac-toe) to student's boards. Try promote comm. interaction between students and coworkers during break. (01/93)	PI (01/93)	PI (03/93)	PI (06/93)
16.	Change part of core vocabulary of "what job next" to "what job". (01/93)	PI (01/93)	IMP (02/93)	
17.	Change "Am I finished?" to "I'm finished". (01/93)	PI (01/93)	IMP (02/93)	
18.	Try pouches to hold communication boards which are attached to hip packs. (01/93)	IMP (01/93)		
19.	Try stop signing to student and uses expanded communication system.	PI (01/93)	IMP (02/93)	
20.	Try data sheet for identifying student's effectiveness in communication (01/93)	IMP (01/93)		
21.	Change front of communication system to be more customer friendly (Would you like me to get someone to help you? yes no). (01/93)	PI (01/93)	IMP (04/93)	

22.	Provide vocational sites with information regarding students and form of communication. (01/93)	PI (01/93)	IMP (02/93)
23.	Take data daily on communication interaction. (01/93)	PI (01/93)	PI (06/93)
24.	Determine safety practices for vocational sites. (01/93)	PI (01/93)	IMP (02/93)
25.	Leave an extra communication board at each site with each site manager. (02/93)	IMP (02/93)	
26.	Encourage more initiation with communication boards when student is unsure of what to do next. (02.93)	IMP (02/93)	
27.	Use more flexible plastic in making the communication boards. (02/93)	IMP (03/93)	
28.	Add to core as specified. (02/93)	IMP (02/93)	
29.	Assess student using WOLF electronic communication system. (02/93)	IMP (02/93)	
30.	Teach D. use of WOLF. (02/93)	IMP (02/93)	
31.	Give questionnaires to sites to further determine effectiveness of communication systems. (03/93)	IMP (03/93)	
32.	Assess T. on WOLF. (03/93)	IMP (03/93)	
33.	Teach T. use of WOLF. (03/93)	PI (03/93)	IMP (04/93)
34.	O & M expert to assess students on new sites. (03/93)	PI (03/93)	IMP (04/93)

35.	Use yellow acetate for T. to assist with vision. (03/93)	IMP (03/93)	
36.	Ecological inventory of all new sites. (03.93)	IMP (03/93)	
37.	Ecological inventory of vocabulary for newly added Stone Mountain site. (03/93)	IMP (03/93)	
38.	Add map of animal area for supervisor to communicate with students location of job. (04/93)	IMP (04/93)	
39.	Plan parent information social for Project EPIC and Project VOICE (05/93)	IMP (05/93)	
40.	Take slides for presentation to parents regarding Project EPIC and Project VOICE. (05/93)	IMP (06/93)	
41.	Contact all parents and send vocabulary array for home communication boards. (05/93)	PI (05/93)	IMP (06/93)
42.	Continue to provide information, assistance and material for specific communication needs to parents. (05/93)	PI (05/93)	IMP (06/93)
43.	Questionaires to spring sites regarding effectivness of communication systems. (06/93)	IMP (06/93)	
44.	Reevaluate core across all sites (07/93)	PI (07/93)	IMP (08/93)
45.	Contact parents to determine when the best time would be for parent information social regarding Project VOICE and Project EPIC. (08/93)	IMP (08/93)	

46.	Discuss and make changes with data sheets. (08/93)	PI (08/93)	IMP (09/93)

Recommendations AASD
Sept. 1993- Jan. 1994

1. Provide a parent workshop on Project EPIC and Vocational Training at AASD.	IMP
2. Change each communication board to have new core vocabulary (social and work).	IMP
3. Develop a secondary core of common work activity symbols to be used across site specific vocabulary pages to promote generalization.	IMP
4. Change order of site specific pages to have secondary core vocabulary on the left.	IMP
5. Perform site specific vocabulary assessment for new sites.	IMP
6. Perform ecological inventory for each student.	IMP
7. Obtain use of BoardMaker program to assist in development of communication boards.	IMP
8. Change business interview forms to include communication and interaction skills of students with deaf-blindness.	IMP
9. Try new data collection forms.	PI
10. Redo EPIC site inventory form to make it easier and more efficient.	IMP
11. Change D. to an eye gaze board with large icons due to his injury.	IMP

12. Participate in a lifting
workshop with the students.

13. Use proper lifting
techniques and continue to IMP
teach proper lifting
techniques in the school and
community environments. IMP

14. Participate in State Deaf-
Blind Advisory Committee
meetings as a mentor teacher.

15. Provide inservices to IMP
others.

16. Participate in functional
vision exam training. PI

17. Do a functional vision
exams on targeted students. IMP

18. Continue to collect data
and analyze data, PI

19. Reevaluate data collection
sheet and way of taking data PI
(Probe data on symbol
comprehension, data on
effective partner PI
interaction).

20. Evaluate new vocabulary
for new Winter sites.

21. Use Boardmaker to assist IMP
in making communication
boards.
IMP

22. Reexamine customer
interaction.
I

AASD RECOMMENDATIONS 1994-1995

IMP= implemented
PI = partially implemented
I = initiated
NP = no progress

1. Identify vocabulary which is needed at each new job site.	IMP
2. Collect baseline data on initiation.	IMP
3. Survey comm. partners regarding communication priorities	IMP
4. Arrange situations to promote initiation	IMP
5. At E. have box opener missing	IMP
6. At S.M. document naturally occuring oportuntites for initiation (I need...)	IMP
7. Have job coach (S.) decrease signing during initial training.	PI
8. B. to decrease signing during training	IMP
9. Reassess T. visual functioning with communication board	IMP
10. Redo T. board with larger pictures and more spacing, decrease number on board. Reassess, consider tactile board based on results	PI
11. Provide S. with less intrusive prompts as discussed	PI
12. Reexamine medical information and incorporate in vocational training information	IMP
13. Make more packets, use temporay ones instead.	PI
14. Assess student's social use of board	IMP

15.	Interview students as to preferred activities to use on social board	IMP
16.	Redo social board as discussed for targeted deaf-blind students	IMP
17.	Provide initial training on social boards	IMP
18.	Identify communication partners in each site which students most likely to converse with	IMP
19.	Identify times for nontask communication	IMP
20.	Initiate nontask communication at job sites	IMP
21.	Assess with communication partners nontask communication with students	IMP
22.	Implement mentor training & fading activities	IMP

COBB COUNTY SITE 1992-1993

IMP = Implemented
PI = Partially Implemented
I = Initiated
NP = No Progress

1.	Hold meeting with Special Education Director and Coordinators. (10/93)	IMP (10/92)	
2.	Hold meeting with AAC team and SLP. (10/92)	IMP (11/92)	
3.	Identify deaf-blind students not on census (to be added). (12/92)	IMP (01/93)	
4.	Determine reinforcers, and initial vocabulary for students (preschool). (01/92)	PI (01/93)	IMP (05/93)
5.	Determine reinforcers and initial vocabulary for student (elementary). (01/93)	PI (01/93)	IMP (05/93)
6.	Determine reinforcers and initial vocabulary for student (high sch). (01/93)	PI (01/93)	IMP (05/93)
7.	Determine reinforcers and initial vocabulary for student (high sch). (01/93)	PI (01/93)	IMP (05/93)
8.	Determine reinforcers and initial vocabulary for student (middle sch). (01/93)	PI (01/93)	IMP (05/93)
9.	Continue assessment and development of nonsymbolic system. Determine viability of object system. (At preschool). (01/93)	PI (01/93)	IMP (05/93)
10.	Discuss use of object calendar boxes for targeted students. (elem &	IMP (01/93)	

	high sch). (01/93)		
11.	Determine signaling device for students needing a way to call people over to communicate. (01/93)	PI (01/93)	PI (05/93)
12.	Develop object systems for targeted students. (01/93)	PI (01/93)	IMP (05/93)
13.	Assess student at middle school for picture use. (01/93)	PI (01/93)	PI (05/93)
14.	Determine use of want no systems for targeted students. (01/93)	I (01/93)	IMP (05/93)
15.	Consult with VI teachers regarding use of residual vision and findings of vision assessment. (01/93)	IMP (01/93)	
16.	Get input regarding hearing from teachers and related staff in addition to assessments. (01/93)	IMP (01/93)	
17.	O & M specialist to be contacted regarding consultation.	I (01/93)	IMP (05/93)
18.	Very important to pause after giving her cue to allow her to respond (for E.). (02/93)	PI (01/93)	PI (05/93)
19.	When she closes her mouth or turns away, stop feeding her, wait 1 minute and offer food again. If she takes it, use cue for good (for E.).	NP (02/93)	PI (05/93)
20.	Use more parallel play and interactive play (e.g. roll ball to other students) (for E.).	I (02/93)	IMP (05/93)
21.	Encourage E. to hand objects to other students, to shake hands with other students at appropriate times; encourage other	NP (01/93)	PI (05/93)

	students to hand objects to E.		
22.	Use more hard, cold surfaces as opposed to soft surfaces because that's her preference but introduce soft textures to get her used to them. (for E.)	IMP (02/93)	
23.	Use natural gestures as well as formal signs; adapt formal signs to student's movements. (for K.) Create a gesture dictionary and add as gestures increase.	PI (01/93)	IMP (05/93)
24.	Gradually introduce her to C.B.I.; start with activities she likes e.g. playing in the park or a water activity; maybe washing dishes. (for K.)	NP (01/93)	I (05/93)
25.	Needs more structure and challenge-maybe place in moderate class or let her go to moderate class for short time each day. (for K.)	NP (01/93)	
26.	Restructure room into home living areas (suggestion initiated by teacher's supervisor). (for K.)	NP (01/93)	NP (05/93)
27.	Put up leisure activities in closet so student must "ask" for them. (for K.)	I (05/93)	
28.	Let T. turn pages of book when reading students a story.	PI (05/93)	
29.	Encourage vocalization of greeting. (for T.)	IMP (05/93)	
30.	Encourage eye contact. (for T.)	IMP (05/93)	
31.	Position so head does not thrust back-goes into full	IMP (05/93)	

	extension. (for T)		
32.	Use WOLF to communicate to T.	PI (05/93)	
33.	Encourage interaction with classmates (e.g. shake hands, take turns, etc.)	IMP (01/93)	IMP (05/93)
34.	Order tray for wheelchair. (for S.)	IMP (05/93)	
35.	Talk to S. often; let him know what you are going to do before you do it.	IMP (05/93)	
36.	Use interactive activities (e.g. Uno or Simon) for leisure so S. takes turns and communicates with his peers.	IMP (05/93)	
37.	Talk to D. in conversation as with other students-ask him questions.	IMP (05/93)	
38.	Walk with sun to D's back if possible-sun seems to irritate his eyes.	I (01/93)	PI (05/93)
39.	Explain what is going to take place (activity, movement) before it is done-D. might give less resistance.	I (01/93)	PI (05/93)
40.	Walk often-maybe twice a day- using sighted guide method or side by side with small distance between. (for D.)	PI (01/93)	IMP (05/93)
41.	Explain everything in the environment; what he touches, hears, sees (has some hearing and vision). (for D.)	NP (01/93)	PI (05/93)
42.	Get D's attention before talking to him (tap on hand or shoulder, call his name) especially when giving directions.	IMP (05/93)	IMP (05/93)

43.	Encourage D. to hold things when walking so he keeps his hands away from his face.	PI (05/93)
44.	Use of foot to activate switch (SLP). (for E.)	IMP
45.	Use gross motor movements for same message someone else might use; fine motor(e.g. wave arm from elbow for Hi and Bye rather than waving fingers). (for E.)	PI
46.	Use large objects to manipulate. (for E.)	IMP
47.	Use black puff paint to outline drawings used for communication. (for K.)	IMP
48.	Enlarge drawings. (for K.)	IMP
49.	Isolate objects in photos for easier focus. (for K.)	IMP
50.	Use K's adapted gesture for message	IMP
51.	Leaf switch seemed to be easier to control than pressure (plate) switch. (forT.)	I
52.	Position so shoulders back and head/neck straight. (for T.)	IMP
53.	Position WOLF at slight (45) angle. (for T.)	PI
54.	Use textures and objects on WOLF over pictures. (for T.)	I
55.	Pressure switch-made larger and covered with bright yellow vinyl. (for S.)	IMP
56.	Buzzer-sound softened. (for S.)	IMP

57.	Tray requested for wheelchair. (for S.)	IMP	
58.	At lunchtime in cafeteria, put S's wheelchair on side of table facing rest of cafeteria so he can hear others better and detect more movements. (for S.)	IMP	
59.	Wait longer for response. (for D.)	IMP	
60.	Use more tactile experiences-rubbing hand cream on arms. (for D.)	IMP	
61.	Approach student slowly. (for D.)	IMP	
62.	When taking a walk, hold arm firmly and stay away from cars. (for D.)	PI	
63.	Picture and word card in plastic pocket attached to wristband for ordering food. (for T.)	IMP (05/93)	
64.	WOLF. (for T.)	I (01/93)	IMP (06/93)
65.	Student uses facial expressions and movements while partner uses touch cues. (for T.)	IMP (05/93)	
66.	Participate in shopping by holding cloth shopping bag to hold items. (for S.)	IMP (05/93)	
67.	Student uses facial expressions and partner uses touch cues. (for S.)	IMP (05/93)	
68.	Uses gestures and movements in CBI. (for D.)	IMP (05/93)	

Reccomendations 1993-1994

Cobb County

1. Wolff - electric communications device	IMP
2. Personal identification communication device	PI
3. Encourage more choice making	IMP
4. Encourage other students to interact more with J.P.	IMP
5. Community - order and pay for food	I
6. Touch cues	PI
7. Communication dictionary - list cues and gestures along with meanings for both expressive and receptive communication	IMP
8. Pause after cues, giving students more time to respond	PI
9. Touch cues	PI
10. Movement cues	PI
11. Encourage choice making (art, activities, leisure activities, grooming)	IMP
12. Use clipboard (mini) with object attached put in bookbag to carry with student at all times	IN
13. Switches for access	IMP

14. Communication Dictionary	IN
15. Calandar schedule - still assessing	IN
16. Activate light by each object for calendar shcedule to help attract student attention	IN
17. Touch cues	PI
18. Gestures/signs	PI
19. Object calendar schedule	PI
20. Communication Dictionary	IMP
21. Encourage more choice making	PI
22. Velcro objects on Wolff over pictures	I
23. Use clipboards as alternating to Wolff and lookups	NI
24. Use objects on clipboards rather than pictures	NI
25. draw puff paint between objects on clipboards and Wolff rather than marker	IMP
26. Place objects on upper half of clipboard and Wolff forcing student to reach further and not always choose what is close by	IMP
27. Tack small pieces of sponge between pages so student can turn them more easily	PI

28. Ordering - pay for food - use single business card holder ...	NI
29. Use highly tactile objects and objects using lights	IMP
30. Cover switch plate using velvet or other highly tectile item	IMP
31. Place student wheelchair outside of table in lunchroom facing cafeteria	IMP
32. When playing UNO or doing art projects, peer or teacher start turn and student finish (partial participation)	PI
33. Ordered use switch needing light touch	PI
34. Accept imperfected signs as long as signs consistent	IMP
35. Large buttons or sticky tacks black on small buttons	IMP
36. Switches	PI
37. Encourage peers to direct student and interact more	PI

Reccomendations 1993-1994

Troup County

1. Touch cues	IMP
2. Personal identification cues - object or touch	IMP
3. Communication dictionary	IMP
4. Object calendar - still assessing for appropriate objects	I
5. Give choices - two objects	PI
6. Wait for response - facial expression wait several seconds or body movement	PI
7. Continue using signs - student and family rely heavily on them	IMP
8. Pair signs with Mayer-Johnson pictures, photos	IMP
9. Increase vocabulary	IMP
10. Remind student to slow down when signing	IMP
11. Encourage more choice making	IMP
12. Use highly textured item	PI
13. When using items with sound, use those with deep percussive sounds	PI

14. When talking to student ramain close prozimity	IMP
15. Use stronger touch and slow movement	IMP
16. Tack sponge between pages of books to make turning easier	I
17. Keyguards for computer and typwriter	I
18. Use pictures to make choices and velcro to foam board strip for visual reinforcement	IMP
19. Adapt books with pictures of main vocabulary and outling objects or action with puff paint	IMP

Recommendations - 1994-95

Bibb County

Mirranda - 5/95

1. Continue to use yellow mylar overlay on books and worksheets as needed to sharpen contrast	IMP
2. Seat peers around student or seat at least one peer at student's table so student is not isolated from the rest of the class	IMP
3. Position books and work to dominant side of vision to make most use of residual vision	I
4. Remind student to sit up rather than lay head down on table to write and read	IMP
5. Reassess the functionality of large print textbooks for learning and of braille	IMP
6. Avoid glare on chalkboard, on desk, on papers (laminating causes glare)	PI
7. Continue to ask student what works and what doesn't to maximize learning - this encourages student participation in planning process, shows them they do have choices and that their opinions are important	IMP
8. Continue to encourage student to be own advocate	IMP
9. Continue to pursue typing and computer skills (an alternative to handwriting)	IMP
10. Use zoom caps for keys if eyes tire quickly and this interferes with efficiency and functioning of student	I
11. Remind student to look at person speaking to help focus thoughts and hear better rather fidgeting with papers, etc.	IMP
12. Continue to make adaptations as needed in materials (enlarge type), time (extend time needed to complete task), work (give 10 rather than 15 spelling words to write sentences for)	IMP
13. Start by expecting same work from student as all others in class as a frame of reference - make adaptations as needed through observations and by talking to student and teacher	IMP
14. Continue to use black marker on white background for key information and clarity - student is more independent and does not have to interrupt the teacher repeatedly or constantly stand at the board	PI
15. Use peers as tutors - pair student with one peer who can help student take notes and explain any information student does not understand without interrupting class	PI

NP	**0%**
I	**13%**
PI	**20%**
IMP	**66%**

Marquetezes - 5/95

1. Continue to use yellow mylar overlay on books and worksheets as needed to sharpen contrast	IMP
2. Continue to seat student in the front and center of the class, but continue to monitor this position in case student benefits from moving	IMP
3. Position books and materials to use maximum residual vision	IMP
4. Remind student to use his finger to follow along while reading - helps with tracking and scanning	PI
5. Reassess the functionality of large print books vs. Regular print or auditory tapes for learning	IMP
6. Avoid glare on chalkboard, desk, papers (laminating causes glare)	PI
7. Continue to ask student what works and what doesn't encourages student participation in planning	IMP
8. Continue to encourage student to be own advocate	IMP
9. Continue to pursue typing and computer skills (alternative to total handwriting)	IMP
10. Use zoom caps for keys when eye strain becomes an issue	I
11. Remind student to look at person speaking to help focus thoughts and listen better	PI
12. Continue to make adaptations as needed in materials, time, and work	IMP
13. Start by expecting same work from student as all others in the class as point of reference - make adaptations as needed	IMP
14. Use peers as tutors - pair student with one peer who can help student take notes and explain any information student does not understand without interrupting class	I

NP	**0%**
I	**14%**
PI	**21%**
IMP	**64%**

Donna - 5/95

1. Use large print key labels (zoomcaps) to decrease eye strain and increase efficiency	I
2. Continue to try different techniques to ask for help until a comfortable way for student is found (e.g. tap shoulder, raise hand, ask peer, make sure peer is nearby so student can model activity)	IMP
3. Use clock with black numbers on white background rather than red numbers for telling time - wants digital	I
4. Continue to encourage student to read	IMP
5. Use books that are high interest and low vocabulary, age appropriate, of interest to student, large print, and has pictures that are clear with little confusion - preferably photos	PI
6. Establish a name sigh for each person who interacts with student	I
7. Use note card or wallet-sized picture book for functional communication, since student is so shy in public (ordering; asking for help, clarifying directions, etc.)	PI
8. Continue to use monthly calendar to show upcoming events	IMP
9. Continue to go over daily schedule each day to reinforce such concepts as before, after, first - second - third periods, subjects, teacher names, changes in schedule	IMP
10. Use picture cues to show sequence of activity, such as washing clothes	I
11. Use picture cue cards when shopping	IMP
12. Direct student to make own picture cue cards - can use grocery ads, magazines, coupons	I
13. Involve student in planning process - ask student what works for her and what does not work to maximize learning	IMP
14. Pair vision and hearing as often as possible throughout the day (e.g. Simon game; when looking at picture cues, read them out loud; use clocks that say the time as well as show it	IMP

NP	**0%**
I	**36%**
PI	**14%**
IMP	**50%**

Teran - 5/95

1. Use touch cues, such as tapping cheek to turn around	PI
2. Wait for a few seconds for response from student to allow student to process message and actually reply - repeat message if necessary	PI
3. Establish tactile name sign for all people who interact with student	I
4. Use object cues to associate with main activities of the day	I
5. Set up a daily calendar box using objects from above	I
6. Talk to student often - laugh, ask questions, make comments	I
7. Give choices between yes/no and eat/drink	PI
8. Read to student often - use objects to highlight story	PI

NP	**0%**
I	**50%**
PI	**50%**
IMP	**0%**

Calin - 5/95

1. Use touch cues, such as pat bottom for diaper change, to increase receptive communication	I
2. Wait for a few seconds for response from student to allow student to process message and actually reply - repeat message if necessary	I
3. Establish tactical name sign for each person who interacts with student	I
4. Use object cues to associate with activities and events of the day	I
5. Set up a daily calendar box using objects from above	I
6. Read often to the student and use objects to enhance story at key points - let student turn the pages	IP
7. Talk to student often	I

NP	**0%**
I	**88%**
PI	**14%**
IMP	**0%**

Recommendations - 1994-95

Catoosa County

Jennifer - 5/95

1. Assess for reinforcers, note which ones are stronger	PI
2. Use touch cues whenever possible e.g. touch hand or tap shoulder when saying student's name	PI
3. Continue to give extra time for student to respond to questions and comments (time delay is essential for some children)	PI
4. Use pressure swith to activate buzzer or message when student wants someone's attention	PI

NP	**0%**
I	**0%**
PI	**100%**
IMP	**0%**

Amber - 5/95

1. Continue to look at student and have student look at you while talking to her (maintain her attention)	PI
2. Read to student often and let her turn the pages	PI
3. Continue to use tactile sens often - hugs, hand over hand instruction, puppets, etc.	IMP
4. Use movements (rocking, clapping, foot tapping, etc.) routinely while instructing and interacting	PI
5. Since student loves to imitate, use imitation as a teaching tool (model in short steps, wait, model another short step, wait, until activity is completed)	PI
6. Try Big Mac switch with short message for attention getting strategy	PI
7. Cook - use finger to "read" recipe - use picture cue recipes	PI, NP
8. Use student name sign often and those of others, touch the person talking about, or point to that person's picture	PI

NP	**11%**
I	**0%**
PI	**77%**
IMP	**11%**

Jennifer N. - 5/95

1. Look at Jennifer when talking to her	PI
2. Use her name sign consistantly	I
3. Establish tactile name signs for people who interact with her	I
4. Read to student often	I
5. Use tactile cues to reinforce story (e.g. spray bottle for rain, fake fur for cat)	I
6. Continue to talk to student often and wait for a response	PI
7. Continue to use tactile sense often while talking to student (e.g. hugs, wiggle, clap hands, whisper close to ear)	IMP
8. Assess for likes and dislikes across senses - emphasize likes to promote learning, refrain from dislikes to prevent student shut down	PI
9. Try various attention getting techniques - e.g. Big Mac loop tape switch, Voicepal with taction pads (switches)	PI
10. Use multiple sensory activities and toys - make use of residual vision and hearing - e.g. noise activated ball, puppets, adapted keyboard	IMP

NP	**0%**
I	**40%**
PI	**40%**
IMP	**20%**

Thomas - 5/95

1. Before each activity, tell student what you will be doing after each activity, tell what you are doing - talk about the activity	I
2. While talking to student, ask questions, pause for respose. If one, act on it, pairing action with words. If no response, act o it anyway and explain action	I
3. Survey student to find reinforcers - promote learning and negatives - inhibit learning	PI
4. Since rocking is a reinforcer, set up a specific time each morning and each afternoon to let student rock in rocking chair - only allow student to rock in rocking chair	PI
5. Sensory desensitization - go to feet since already do arms and tickle, rub, massage - ask questions while doing this activity	I
6. Pressure of touch - take data on reactions to light touch, firm touch, both in same session; which is preferred and which is least liked	NP
7. Establish tactile name signs for all people who interact with student and use consistently so signs are learned and people can be referred to even when not present	I
8. Talk with Thomas - ask a question, wait for reply, continue.	NP
9. Use touch cues for changes in position, attention, etc.	I
10. Use object cues for change in schedule from one activity to another	I
11. Assess student for sensory preferences and dislikes (steer away from dislikes so student does not shut down)	PI

NP	**18%**
I	**54%**
PI	**27%**
IMP	**0%**

Bryan - 5/95

1. Pair picture communication system with familiar items as a back up system - use Mayer-Johnson picture communication symbols in books, on calendar schedules, to label items, etc.	I
2. Remind student to slow down when speaking	IMP
3. Continue to remind student to look at you when speaking	PI
4. Encourage student to use speech	IMP
5. Encourage use of sign language - use with familiar partners	I
6. Increase vocabulary through pictures, reading to him, story time when student tells story and someone else writes it down, categorize coupons for shopping, categorize pictures (words) by subject (zoo, living room, clothes, machines, etc.)	PI
7. Speak often to student (gives appropriate model for speech as form of communication)	IMP
8. Read often to student and ask questions about what was read - student can make own books	I
9. Use tactile cues to clarify a message when necessary (e.g. touch student shoulder when calling his name)	I
10. Set up picture calendar schedule for new school routine in the fall	I
11. Create experiences that foster communication (e.g. give only some materials needed for activity but not all - have student check to determine if all necessary materials are there - if not, what is missing?)	PI

NP	**0%**
I	**45%**
PI	**18%**
IMP	**27%**

Recommendations

Catoosa County - 1994-95

Jennifer - 5/95

1. Assess for reinforcers, note which ones are stronger	PI
2. Use touch cues whenever possible e.g. touch hand or tap shoulder when saying student's name	PI
3. Continue to give extra time for student to respond to questions and comments (time delay is essential for some children)	PI
4. Use pressure switch to activate buzzer or message when student wants someone's attention	PI

NP	**0%**
I	**0%**
PI	**100%**
IMP	**0%**

Amber - 5/95

1. Continue to look at student and have student look at you while talking to her (maintain her attention)	PI
2. Read to student often and let her turn the pages	PI
3. Continue to use tactile sense often - hugs, hand over hand instruction, puppets, etc.	IMP
4. Use movements (rocking, clapping, foot tapping, etc.,) routinely while instructing and interacting	PI
5. Since student loves to imitate, use imitation as a teaching tool (model in short steps, wait, model another short step, wait, until activity is completed)	PI
6. Try Big Mac switch with short message for attention getting strategy	PI
7. Cook - use finger to "read" recipe - use picture cue recipes	PI, NP
8. Use student name sign often and those of others, touch the person talking about, or point to that person's picture	PI

NP	**11%**
I	**0%**
PI	**77%**
IMP	**11%**

QUALITY INDICATOR DATA

QUALITY INDICATORS

Site/Location AASD

Teacher P.

KEY: NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented.

10/ 92	1/ 93	6/ 93			
--	--	--			1. Structures curriculum by domains
PI	PI	IMP			2. Communicates regularly with parent/significant others.
I	PI	PI			3. Assess sensory use
I	PI	IMP			4. Assess student's current communication
I	PI	PI			5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
IMP	IMP	IMP			6. Discrepancy analysis of student performance.
IMP	IMP	IMP			7. Determines instructional areas using age-appropriate materials and activities.
I	PI	IMP			8. Develops and uses adaptations.
PI	PI	IMP			9. Analyzes natural cues/consequences for instructional activities.
PI	PI	IMP			10. Develops quality objectives with team.
I	PI	IMP			11. Develops and implements systematic instructional programs for communication ad expanded system.
I	PI	IMP			12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
IMP	IMP	IMP			13. Develops and implements systematic instructional programs for CBI.
I	I	IMP			14. Follows natural proportion in instructional environments.
IMP	IMP	IMP			15. Community instruction: 20% elem, 40%jhs., 60% hs.
I	PI	IMP			16. Promotes social integration with nondisabled.
I	PI	PI			17. Collects student performance data.
I	PI	PI			18. Modifies programs based on data.
--	-	--			19. Implementing demonstration site guidelines
I	PI	IMP			20. Trains others.
22	22	78			% Implemented
17	72	22			% Partially implemented
61	05	0			% Initiated
0	0	0			% Not Present

QUALITY INDICATORS

Site/Location AASD.

Teacher S.

KEY:
- NP - not present/ no progress
- I - initiated
- PI - partially implemented
- IMP - implemented

10/ 92	1/ 93	6/ 93			
IMP	IMP	IMP			1. Structures curriculum by domains
PI	PI	IMP			2. Communicates regularly with parent/significant others.
I	PI	PI			3. Assess sensory use
I	PI	PI			4. Assess student's current communication
I	PI	PI			5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
PI	PI	IMP			6. Discrepancy analysis of student performance.
IMP	IMP	IMP			7. Determines instructional areas using age-appropriate materials and activities.
I	PI	IMP			8. Develops and uses adaptations.
PI	PI	IMP			9. Analyzes natural cues/consequences for instructional activities.
PI	PI	IMP			10. Develops quality objectives with team.
I	PI	IMP			11. Develops and implements systematic instructional programs for communication ad expanded system.
I	PI	IMP			12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
IMP	IMP	IMP			13. Develops and implements systematic instructional programs for CBI.
I	I	IMP			14. Follows natural proportion in instructional environments.
IMP	IMP	IMP			15. Community instruction: 20% elem, 40%jhs., 60% hs.
I	PI	IMP			16. Promotes social integration with nondisabled.
I	PI	PI			17. Collects student performance data.
I	PI	PI			18. Modifies programs based on data.
--	--	--			19. Implementing demonstration site guidelines
I	I	IMP			20. Trains others.
21	21	79			% Implemented
21	68	21			% Partially implemented
58	11	0			% Initiated
0	0	0			% Not Present

QUALITY INDICATORS

Site/Location AASD

Teacher Mentor S.

KEY: NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

10/93	1/94				
IMP	IMP				1. Structures curriculum by domains
IMP	IMP				2. Communicates regularly with parent/significant others.
PI	PI				3. Assess sensory use
PI	IMP				4. Assess student's current communication
PI	IMP				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
IMP	IMP				6. Discrepancy analysis of student performance.
IMP	IMP				7. Determines instructional areas using age-appropriate materials and activities.
IMP	IMP				8. Develops and uses adaptations.
IMP	IMP				9. Analyzes natural cues/consequences for instructional activities.
IMP	IMP				10. Develops quality objectives with team.
IMP	IMP				11. Develops and implements systematic instructional programs for communication ad expanded system.
IMP	IMP				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
IMP	IMP				13. Develops and implements systematic instructional programs for CBI.
IMP	IMP				14. Follows natural proportion in instructional environments.
IMP	IMP				15. Community instruction: 20% elem, 40%jhs., 60% hs.
IMP	IMP				16. Promotes social integration with nondisabled.
PI	PI				17. Collects student performance data.
PI	PI				18. Modifies programs based on data.
---					19. Implementing demonstration site guidelines
IMP	IMP				20. Trains others.
79	84				% Implemented
21	16				% Partially implemented
					% Initiated

QUALITY INDICATORS

Site/Location AASD

Teacher Mentor P.

KEY: NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

10/93	1/94				
--	--				1. Structures curriculum by domains
IMP	IMP				2. Communicates regularly with parent/significant others.
PI	PI				3. Assess sensory use
IMP	IMP				4. Assess student's current communication
PI	PI				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
IMP	IMP				6. Discrepancy analysis of student performance.
IMP	IMP				7. Determines instructional areas using age-appropriate materials and activities.
IMP	IMP				8. Develops and uses adaptations.
IMP	IMP				9. Analyzes natural cues/consequences for instructional activities.
IMP	IMP				10. Develops quality objectives with team.
IMP	IMP				11. Develops and implements systematic instructional programs for communication ad expanded system.
IMP	IMP				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
IMP	IMP				13. Develops and implements systematic instructional programs for CBI.
IMP	IMP				14. Follows natural proportion in instructional environments.
IMP	IMP				15. Community instruction: 20% elem, 40%jhs., 60% hs.
IMP	IMP				16. Promotes social integration with nondisabled.
PI	IMP				17. Collects student performance data.
PI	PI				18. Modifies programs based on data.
					19. Implementing demonstration site guidelines
IMP	IMO				20. Trains others.
77	83				% Implemented
22	17				% Partially implemented
0	0				% Initiated
0	0				

Project
EPIC Effective Partner Interaction in the Community

QUALITY INDICATORS

Site/Location AASD

Teacher Mentor P.

KEY: NP - not present/no progress
I - initiated
PI - partially implemented
IMP - implemented

94	95					
--	--				1.	Structures curriculum by domains
IMP	IMP				2.	Communicates regularly with parent/significant others.
PI	PI				3.	Assess sensory use
IMP	IMP				4.	Assess student's current communication
PI	IMP				5.	Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
IMP	IMP				6.	Discrepancy analysis of student performance.
IMP	IMP				7.	Determines instructional areas using age-appropriate materials and activities.
IMP	IMP				8.	Develops and uses adaptations.
IMP	IMP				9.	Analyzes natural cues/consequences for instructional activities.
IMP	IMP				10.	Develops quality objectives with team.
IMP	IMP				11.	Develops and implements systematic instructional programs for communication ad expanded system.
IMP	IMP				12.	Develops and implements systematic instructional programs for residual sensory use and adaptation.
IMP	IMP				13.	Develops and implements systematic instructional programs for CBI.
IMP	IMP				14.	Follows natural proportion in instructional environments.
IMP	IMP				15.	Community instruction: 20% elem, 40%jhs., 60% hs.
IMP	IMP				16.	Promotes social integration with nondisabled.
PI	IMP				17.	Collects student performance data.
PI	IMP				18.	Modifies programs based on data.
	IMP				19.	Implementing demonstration site guidelines
IMP	IMP				20.	Trains others.
77	95					% Implemented
22	5					% Partially implemented
						% Initiated

Project
EPIC

Effective Partner Interaction in the Community

QUALITY INDICATORS

Site/Location AASD

Teacher B.

KEY:
NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

94	95				
--	--				1. Structures curriculum by domains
PI	PI				2. Communicates regularly with parent/significant others.
I	I				3. Assess sensory use
IMP	IMP				4. Assess student's current communication
PI	IMP				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
PI	IMP				6. Discrepancy analysis of student performance.
IMP	IMP				7. Determines instructional areas using age-appropriate materials and activities.
IMP	IMP				8. Develops and uses adaptations.
IMP	IMP				9. Analyzes natural cues/consequences for instructional activities.
IMP	IMP				10. Develops quality objectives with team.
IMP	IMP				11. Develops and implements systematic instructional programs for communication ad expanded system.
PI	IMP				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
PI	IMP				13. Develops and implements systematic instructional programs for CBI.
IMP	IMP				14. Follows natural proportion in instructional environments.
IMP	IMP				15. Community instruction: 20% elem, 40%jhs., 60% hs.
PI	IMP				16. Promotes social integration with nondisabled.
PI	IMP				17. Collects student performance data.
PI	IMP				18. Modifies programs based on data.
PI	IMP				19. Implementing demonstration site guidelines
IMP	IMP				20. Trains others.
47	89				% Implemented
47	5				% Partially implemented
6					% Initiated

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QUALITY INDICATORS

Site/Location LABELLE

Teacher K2

KEY: NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

1/ 93	5/ 93				
IMP	IMP				1. Structures curriculum by domains
IMP	IMP				2. Communicates regularly with parent/significant others.
I	PI				3. Assess sensory use
I	PI				4. Assess student's current communication
NP	IMP				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
I	PI				6. Discrepancy analysis of student performance.
IMP	IMP				7. Determines instructional areas using age-appropriate materials and activities.
I	IMP				8. Develops and uses adaptations.
PI	IMP				9. Analyzes natural cues/consequences for instructional activities.
PI	IMP				10. Develops quality objectives with team.
PI	IMP				11. Develops and implements systematic instructional programs for communication ad expanded system.
I	IMP				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
--	--				13. Develops and implements systematic instructional programs for CBI.
--	--				14. Follows natural proportion in instructional environments.
--	--				15. Community instruction: 20% elem, 40%jhs., 60% hs.
NP	NP				16. Promotes social integration with nondisabled.
IMP	IMP				17. Collects student performance data.
PI	IMP				18. Modifies programs based on data.
--	--				19. Implementing demonstration site guidelines
NP	IMP				20. Trains others.
25	75				% Implemented
25	19				% Partially implemented
31	0				% Initiated
19	06				% Not Present

QUALITY INDICATORS

Site/Location MILLFORD ELEMENTARY

Teacher S.H.

KEY: NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

1/ 93	5/ 93				
IMP	IMP				1. Structures curriculum by domains
IMP	IMP				2. Communicates regularly with parent/significant others.
NP	PI				3. Assess sensory use
NP	PI				4. Assess student's current communication
NP	PI				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
PI	PI				6. Discrepancy analysis of student performance.
I	IMP				7. Determines instructional areas using age-appropriate materials and activities.
I	IMP				8. Develops and uses adaptations.
PI	IMP				9. Analyzes natural cues/consequences for instructional activities.
IMP	IMP				10. Develops quality objectives with team.
NP	PI				11. Develops and implements systematic instructional programs for communication ad expanded system.
NP	PI				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
PI	IMP				13. Develops and implements systematic instructional programs for CBI.
PI	PI				14. Follows natural proportion in instructional environments.
I	PI				15. Community instruction: 20% elem, 40%jhs., 60% hs.
NP	I				16. Promotes social integration with nondisabled.
IMP	IMP				17. Collects student performance data.
PI	IMP				18. Modifies programs based on data.
--	--				19. Implementing demonstration site guidelines
NP	PI				20. Trains others.
21	53				% Implemented
26	42				% Partially implemented
16	05				% Initiated
37	0				% Not Present

QUALITY INDICATORS

Site/Location S. COBB H.S.

Teacher A.G.

KEY:
NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

1/ 93	5/ 93				
IMP	IMP				1. Structures curriculum by domains
IMP	IMP				2. Communicates regularly with parent/significant others.
NP	PI				3. Assess sensory use
NP	PI				4. Assess student's current communication
NP	I				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
PI	IMP				6. Discrepancy analysis of student performance.
I	PI				7. Determines instructional areas using age-appropriate materials and activities.
I	IMP				8. Develops and uses adaptations.
IMP	IMP				9. Analyzes natural cues/consequences for instructional activities.
PI	PI				10. Develops quality objectives with team.
NP	PI				11. Develops and implements systematic instructional programs for communication ad expanded system.
NP	PI				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
I	PI				13. Develops and implements systematic instructional programs for CBI.
NP	NP				14. Follows natural proportion in instructional environments.
I	I				15. Community instruction: 20% elem, 40%jhs., 60% hs.
IMP	IMP				16. Promotes social integration with nondisabled.
PI	IMP				17. Collects student performance data.
PI	IMP				18. Modifies programs based on data.
--	--				19. Implementing demonstration site guidelines
NP	PI				20. Trains others.
21	42				% Implemented
21	42				% Partially implemented
21	11				% Initiated
37	05				% Not Present

QUALITY INDICATORS

Site/Location E. COBB

Teacher M.R.

KEY:
- NP - not present/ no progress
- I - initiated
- PI - partially implemented
- IMP - implemented

1/ 93	5/ 93				
NP	NP				1. Structures curriculum by domains
PI	IMP				2. Communicates regularly with parent/significant others.
PI	IMP				3. Assess sensory use
PI	IMP				4. Assess student's current communication
NP	I				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
IMP	IMP				6. Discrepancy analysis of student performance.
I	PI				7. Determines instructional areas using age-appropriate materials and activities.
PI	IMP				8. Develops and uses adaptations.
I	PI				9. Analyzes natural cues/consequences for instructional activities.
PI	IMP				10. Develops quality objectives with team.
PI	IMP				11. Develops and implements systematic instructional programs for communication ad expanded system.
NP	PI				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
NP	I				13. Develops and implements systematic instructional programs for CBI.
--	--				14. Follows natural proportion in instructional environments.
NP	NP				15. Community instruction: 20% elem, 40%jhs., 60% hs.
PI	PI				16. Promotes social integration with nondisabled.
NP	NP				17. Collects student performance data.
NP	NP				18. Modifies programs based on data.
--	--				19. Implementing demonstration site guidelines
NP	PI				20. Trains others.
06	44				% Implemented
43	31				% Partially implemented
13	13				% Initiated
38	12				% Not Present

QUALITY INDICATORS

Site/Location POPE H.S.

Teacher C.B.

KEY: NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

1/ 93	5/ 93				
I	PI				1. Structures curriculum by domains
PI	PI				2. Communicates regularly with parent/significant others.
NP	I				3. Assess sensory use
NP	I				4. Assess student's current communication
NP	PI				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
I	PI				6. Discrepancy analysis of student performance.
NP	PI				7. Determines instructional areas using age-appropriate materials and activities.
I	PI				8. Develops and uses adaptations.
I	PI				9. Analyzes natural cues/consequences for instructional activities.
I	PI				10. Develops quality objectives with team.
NP	PI				11. Develops and implements systematic instructional programs for communication ad expanded system.
NP	PI				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
NP	I				13. Develops and implements systematic instructional programs for CBI.
NP	PI				14. Follows natural proportion in instructional environments.
PI	PI				15. Community instruction: 20% elem, 40%jhs., 60% hs.
NP	PI				16. Promotes social integration with nondisabled.
IMP	IMP				17. Collects student performance data.
I	PI				18. Modifies programs based on data.
--	--				19. Implementing demonstration site guidelines
NP	PI				20. Trains others.
05	05				% Implemented
11	79				% Partially implemented
32	16				% Initiated
52	0				% Not Present

QUALITY INDICATORS

Site/Location Pope H.S. Cobb County

Teacher D.C. (mentor)

KEY:
NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

9/93	12/93				
IMP	IMP				1. Structures curriculum by domains
IMP	IMP				2. Communicates regularly with parent/significant others.
NP	I				3. Assess sensory use
NP	I				4. Assess student's current communication
NP	I				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
PI	PI				6. Discrepancy analysis of student performance.
I	PI				7. Determines instructional areas using age-appropriate materials and activities.
IMP	IMP				8. Develops and uses adaptations.
IMP	IMP				9. Analyzes natural cues/consequences for instructional activities.
IMP	IMP				10. Develops quality objectives with team.
I	PI				11. Develops and implements systematic instructional programs for communication ad expanded system.
I	PI				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
I	PI				13. Develops and implements systematic instructional programs for CBI.
NP	NP				14. Follows natural proportion in instructional environments.
PI	PI				15. Community instruction: 20% elem, 40%jhs., 60% hs.
PI	PI				16. Promotes social integration with nondisabled.
IMP	IMP				17. Collects student performance data.
IMP	IMP				18. Modifies programs based on data.
NP	PI				19. Implementing demonstration site guidelines
					20. Trains others.
37	37				% Implemented
16	42				% Partially implemented
21	16				% Initiated
26	5				% Not present

QUALITY INDICATORS

Site/Location Milford Elem Cobb County

Teacher D.W.

KEY:
NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

9/93	12/93				
IMP	IMP				1. Structures curriculum by domains
IMP	IMP				2. Communicates regularly with parent/significant others.
NP	PI				3. Assess sensory use
I	PI				4. Assess student's current communication
PI	PI				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
IMP	IMP				6. Discrepancy analysis of student performance.
IMP	IMP				7. Determines instructional areas using age-appropriate materials and activities.
PI	PI				8. Develops and uses adaptations.
IMP	IMP				9. Analyzes natural cues/consequences for instructional activities.
IMP	IMP				10. Develops quality objectives with team.
I	PI				11. Develops and implements systematic instructional programs for communication ad expanded system.
I	PI				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
PI	PI				13. Develops and implements systematic instructional programs for CBI.
PI	PI				14. Follows natural proportion in instructional environments.
IMP	IMP				15. Community instruction: 20% elem, 40%jhs., 60% hs.
PI	PI				16. Promotes social integration with nondisabled.
IMP	IMP				17. Collects student performance data.
IMP	IMP				18. Modifies programs based on data.
PI	PI				19. Implementing demonstration site guidelines
					20. Trains others.
47	47				% Implemented
32	53				% Partially implemented
16	-				% Initiated
5	-				% Not present

QUALITY INDICATORS

Site/Location S. Cobb H.S. Cobb County

Teacher E.L.

KEY: NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

9/93	12/93				
IMP	IMP				1. Structures curriculum by domains
IMP	IMP				2. Communicates regularly with parent/significant others.
NP	I				3. Assess sensory use
NP	I				4. Assess student's current communication
NP	I				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
IMP	IMP				6. Discrepancy analysis of student performance.
IMP	IMP				7. Determines instructional areas using age-appropriate materials and activities.
I	PI				8. Develops and uses adaptations.
PI	IMP				9. Analyzes natural cues/consequences for instructional activities.
IMP	IMP				10. Develops quality objectives with team.
NP	I				11. Develops and implements systematic instructional programs for communication ad expanded system.
NP	I				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
PI	PI				13. Develops and implements systematic instructional programs for CBI.
					14. Follows natural proportion in instructional environments.
PI	PI				15. Community instruction: 20% elem, 40%jhs., 60% hs.
IMP	IMP				16. Promotes social integration with nondisabled.
IMP	IMP				17. Collects student performance data.
IMP	IMP				18. Modifies programs based on data.
NP	PI				19. Implementing demonstration site guidelines
					20. Trains others.
44	50				% Implemented
17	22				% Partially implemented
6	28				% Initiated
33	-				% Not present

QUALITY INDICATORS

Site/Location Gardner Newman Middle School
Troup County

Teacher J.H.

KEY:
NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

9/93	12/93				
IMP	IMP				1. Structures curriculum by domains
IMP	IMP				2. Communicates regularly with parent/significant others.
NP	I				3. Assess sensory use
NP	I				4. Assess student's current communication
NP	I				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
PI	PI				6. Discrepancy analysis of student performance.
PI	PI				7. Determines instructional areas using age-appropriate materials and activities.
NP	PI				8. Develops and uses adaptations.
IMP	IMP				9. Analyzes natural cues/consequences for instructional activities.
IMP	IMP				10. Develops quality objectives with team.
I	PI				11. Develops and implements systematic instructional programs for communication ad expanded system.
NP	PI				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
PI	PI				13. Develops and implements systematic instructional programs for CBI.
NP	NP				14. Follows natural proportion in instructional environments.
PI	PI				15. Community instruction: 20% elem, 40%jhs., 60% hs.
PI	PI				16. Promotes social integration with nondisabled.
IMP	IMP				17. Collects student performance data.
IMP	IMP				18. Modifies programs based on data.
NP	IMP				19. Implementing demonstration site guidelines
					20. Trains others.
32	37				% Implemented
26	42				% Partially implemented
5	16				% Initiated
37	5				% Not present

QUALITY INDICATORS

Site/Location Hollis Hand Elem Troup County

Teacher O.M.

KEY:
NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

9/93	12/93				
IMP	IMP				1. Structures curriculum by domains
IMP	IMP				2. Communicates regularly with parent/significant others.
NP	I				3. Assess sensory use
NP	I				4. Assess student's current communication
NP	I				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
NP	I				6. Discrepancy analysis of student performance.
IMP	IMP				7. Determines instructional areas using age-appropriate materials and activities.
I	PI				8. Develops and uses adaptations.
PI	PI				9. Analyzes natural cues/consequences for instructional activities.
IMP	IMP				10. Develops quality objectives with team.
NP	PI				11. Develops and implements systematic instructional programs for communication ad expanded system.
NP	PI				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
NP	NP				13. Develops and implements systematic instructional programs for CBI.
NP	NP				14. Follows natural proportion in instructional environments.
NP	NP				15. Community instruction: 20% elem, 40%jhs., 60% hs.
					16. Promotes social integration with nondisabled.
IMP	IMP				17. Collects student performance data.
					18. Modifies programs based on data.
NP	IMP				19. Implementing demonstration site guidelines
					20. Trains others.
29	35				% Implemented
6	24				% Partially implemented
6	24				% Initiated
59	17				% Not present

Project EPIC

Effective Partner Interaction in the Community

QUALITY INDICATORS

Site/Location Macon/Riley Elem.

Teacher Clark

KEY: NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

9/94	5/95				
IMP	→				1. Structures curriculum by domains
IMP	→				2. Communicates regularly with parent/significant others.
I	PI				3. Assess sensory use
I	PI				4. Assess student's current communication
I	PI				5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
IMP	IMP				6. Discrepancy analysis of student performance.
IMP	IMP				7. Determines instructional areas using age-appropriate materials and activities.
PI	IMP				8. Develops and uses adaptations.
IMP	IMP				9. Analyzes natural cues/consequences for instructional activities.
IMP	IMP				10. Develops quality objectives with team.
IMP	IMP				11. Develops and implements systematic instructional programs for communication ad expanded system.
PI	PI				12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
N/A	→				13. Develops and implements systematic instructional programs for CBI.
IMP	IMP				14. Follows natural proportion in instructional environments.
N/A	→				15. Community instruction: 20% elem, 40%jhs., 60% hs.
IMP	IMP				16. Promotes social integration with nondisabled.
IMP	IMP				17. Collects student performance data.
IMP	IMP				18. Modifies programs based on data.
IMP	IMP				19. Implementing demonstration site guidelines
I	PI				20. Trains others.
67	72				% Implemented
11	28				% Partially implemented
22	–				% Initiated

Project
EPIC
Effective Partner Interaction in the Community

QUALITY INDICATORS

Site/Location Macon / S.E. High School

Teacher Gary

KEY:
NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

9/94 2/95 5/95

IMP → ___ ___ 1. Structures curriculum by domains

IMP → ___ ___ 2. Communicates regularly with parent/significant others.

I PI PI ___ ___ 3. Assess sensory use

I PI PI ___ ___ 4. Assess student's current communication

I PI PI ___ ___ 5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)

I PI PI ___ ___ 6. Discrepancy analysis of student performance.

PI IMP IMP ___ ___ 7. Determines instructional areas using age-appropriate materials and activities.

I PI PI ___ ___ 8. Develops and uses adaptations.

IMP IMP → ___ ___ 9. Analyzes natural cues/consequences for instructional activities.

IMP → ___ ___ 10. Develops quality objectives with team.

I PI PI ___ ___ 11. Develops and implements systematic instructional programs for communication ad expanded system.

I PI PI ___ ___ 12. Develops and implements systematic instructional programs for residual sensory use and adaptation.

IMP → ___ ___ 13. Develops and implements systematic instructional programs for CBI.

PI → ___ ___ 14. Follows natural proportion in instructional environments.

PI → ___ ___ 15. Community instruction: 20% elem, 40%jhs., 60% hs.

IMP → ___ ___ 16. Promotes social integration with nondisabled.

IMP → ___ ___ 17. Collects student performance data.

IMP → ___ ___ 18. Modifies programs based on data.

PI IMP IMP ___ ___ 19. Implementing demonstration site guidelines

PI PI PI ___ ___ 20. Trains others.

~~35~~ 40% 50 50 ___ ___ % Implemented
25 50 50 ___ ___ % Partially implemented
35% — — ___ ___ % Initiated

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Project
EPIC

Effective Partner Interaction in the Community

QUALITY INDICATORS

Site/Location Catoosa Cnty/Tiger Creek Elem.

Teacher Leventhal

KEY:
- NP - not present/ no progress
- I - initiated
- PI - partially implemented
- IMP - implemented

	2/94	5/95				
	I	PI	___	___	___	1. Structures curriculum by domains
	IMP	IMP	___	___	___	2. Communicates regularly with parent/significant others.
	NP	I	___	___	___	3. Assess sensory use
	NP	I	___	___	___	4. Assess student's current communication
	NP	I	___	___	___	5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
	NP	I	___	___	___	6. Discrepancy analysis of student performance.
	PI	PI	___	___	___	7. Determines instructional areas using age-appropriate materials and activities.
	I	PI	___	___	___	8. Develops and uses adaptations.
	PI	IMP	___	___	___	9. Analyzes natural cues/consequences for instructional activities.
	PI	PI	___	___	___	10. Develops quality objectives with team.
	I	PI	___	___	___	11. Develops and implements systematic instructional programs for communication ad expanded system.
	I	PI	___	___	___	12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
	NP	NP	___	___	___	13. Develops and implements systematic instructional programs for CBI.
lunch + playground	PI	PI	___	___	___	14. Follows natural proportion in instructional environments.
	NP	NP	___	___	___	15. Community instruction: 20% elem, 40%jhs., 60% hs.
	I	PI	___	___	___	16. Promotes social integration with nondisabled.
	PI	PI	___	___	___	17. Collects student performance data.
	PI	PI	___	___	___	18. Modifies programs based on data.
	PI	PI	___	___	___	19. Implementing demonstration site guidelines
	I	PI	___	___	___	20. Trains others.
	5	10	___	___	___	% Implemented
	30	60	___	___	___	% Partially implemented
	35	20	___	___	___	% Initiated

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Project
EPIC

Effective Partner Interaction in the Community

QUALITY INDICATORS

Site/Location Catoosa Cnty/Tiger Creek Elem.

Teacher Rose

KEY: NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

9/94	5/95				
PI	PI	__	__	__	1. Structures curriculum by domains
PI	IMP	__	__	__	2. Communicates regularly with parent/significant others.
I	I	__	__	__	3. Assess sensory use
I	I	__	__	__	4. Assess student's current communication
NP	I	__	__	__	5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
I	I	__	__	__	6. Discrepancy analysis of student performance.
I	PI	__	__	__	7. Determines instructional areas using age-appropriate materials and activities.
I	PI	__	__	__	8. Develops and uses adaptations.
I	PI	__	__	__	9. Analyzes natural cues/consequences for instructional activities.
PI	PI	__	__	__	10. Develops quality objectives with team.
NP	PI	__	__	__	11. Develops and implements systematic instructional programs for communication ad expanded system.
NP	PI	__	__	__	12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
NP	NP	__	__	__	13. Develops and implements systematic instructional programs for CBI.
PI	PI	__	__	__	14. Follows natural proportion in instructional environments.
NP	NP	__	__	__	15. Community instruction: 20% elem, 40%jhs., 60% hs.
PI	PI	__	__	__	16. Promotes social integration with nondisabled.
NP	NP	__	__	__	17. Collects student performance data.
NP	NP	__	__	__	18. Modifies programs based on data.
NP	PI	__	__	__	19. Implementing demonstration site guidelines
NP	I	__	__	__	20. Trains others.
–	5	__	__	__	% Implemented
25	50	__	__	__	% Partially implemented
30	25	__	__	__	% Initiated

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Project
EPIC Effective Partner Interaction in the Community

QUALITY INDICATORS

Site/Location Catoosa Cnty / Tiger Creek Elem.

KEY: NP - not present/ no progress
I - initiated
PI - partially implemented
IMP - implemented

Teacher Sherryll

9/94 3/95 5/95

IMP IMP IMP __ __ 1. Structures curriculum by domains
IMP IMP IMP __ __ 2. Communicates regularly with parent/significant others.
NP I I __ __ 3. Assess sensory use
NP I I __ __ 4. Assess student's current communication
NP I I __ __ 5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
IMP IMP IMP __ __ 6. Discrepancy analysis of student performance.
IMP IMP IMP __ __ 7. Determines instructional areas using age-appropriate materials and activities.
I PI PI __ __ 8. Develops and uses adaptations.
IMP IMP IMP __ __ 9. Analyzes natural cues/consequences for instructional activities.
I PI PI __ __ 10. Develops quality objectives with team.
I I PI __ __ 11. Develops and implements systematic instructional programs for communication ad expanded system.
I I PI __ __ 12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
preschool NP NP NP __ __ 13. Develops and implements systematic instructional programs for CBI.
lunch PI PI PI __ __ 14. Follows natural proportion in instructional environments.
preschool NP NP NP __ __ 15. Community instruction: 20% elem, 40%jhs., 60% hs.
I I I __ __ 16. Promotes social integration with nondisabled.
IMP → __ __ 17. Collects student performance data.
IMP → __ __ 18. Modifies programs based on data.
I PI PI __ __ 19. Implementing demonstration site guidelines
I I I __ __ 20. Trains others.

35 35 35 __ __ % Implemented
5 20 20 __ __ % Partially implemented
35 35 25 __ __ % Initiated

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Project EPIC

Effective Partner Interaction in the Community

QUALITY INDICATORS

Site/Location ~~Rt~~ Tinsley Elem/Macon

Teacher Leeks

KEY:
- NP - not present/ no progress
- I - initiated
- PI - partially implemented
- IMP - implemented

9/94	5/95				
I	PI	___	___	___	1. Structures curriculum by domains
PI	PI	___	___	___	2. Communicates regularly with parent/significant others.
PI	PI	___	___	___	3. Assess sensory use
PI	PI	___	___	___	4. Assess student's current communication
I	I	___	___	___	5. Assess site requirements across communication & partners, sensory needs and CBI instructional requirements (forms & ecological inventory)
I	PI	___	___	___	6. Discrepancy analysis of student performance.
I	PI	___	___	___	7. Determines instructional areas using age-appropriate materials and activities.
I	PI	___	___	___	8. Develops and uses adaptations.
PI	PI	___	___	___	9. Analyzes natural cues/consequences for instructional activities.
PI	PI	___	___	___	10. Develops quality objectives with team.
PI	PI	___	___	___	11. Develops and implements systematic instructional programs for communication ad expanded system.
I	I	___	___	___	12. Develops and implements systematic instructional programs for residual sensory use and adaptation.
PI	PI	___	___	___	13. Develops and implements systematic instructional programs for CBI.
PI	PI	lunch	___	___	14. Follows natural proportion in instructional environments.
IMP	PI	___	___	___	15. Community instruction: 20% elem, 40%jhs., 60% hs.
PI	PI but meets opposition			___	16. Promotes social integration with nondisabled.
PI	PI	___	___	___	17. Collects student performance data.
PI	PI	___	___	___	18. Modifies programs based on data.
PI	PI	___	___	___	19. Implementing demonstration site guidelines
PI	PI	___	___	___	20. Trains others.
5 [illegible]	–	___	___	___	% Implemented
[illegible]	40	___	___	___	% Partially implemented
30	10	___	___	___	% Initiated

must follow school guidelines

Georgia State University, Department of Special Education, University Plaza, Atlanta, Georgia 30303
Telephone: (404) 651-2310

SATISFACTION FORMS AND LETTERS

PROJECT EPIC SATISFACTION FORM SUMMARY SHEET

EPIC 1992-1993

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Mean
1. The purpose of Project EPIC was explained.				2	6	4.8
2. I was satisfied with my involvement in Project EPIC.				4	4	4.5
3. I was satisfied with the changes that occurred in the classroom/program due to Project EPIC.				4	4	4.5
4. The verbal and written information I received from Project EPIC was clear.				2	6	4.8
5. I was satisfied with the verbal and written information I received from Project EPIC.				1	7	4.9

Overall mean= 4.7

PROJECT EPIC CONSULTANT SATISFACTION FORM
EPIC 1992- 1993 Heller/Bowdin

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Mean Score
1. The consultant was knowledgeable in the area in which technical assistance was provided.				2	6	4.8
2. The consultant was flexible and able to address my concerns.				2	6	4.8
3. The consultant was able to explain and model appropriate practices and procedures effectively.				3	5	4.6
4. The consultant was able to identify additional resources that might be helpful.				2	6	4.8
5. The consultant was able to work effectively within the structure of this site to promote his/her ideas.			1	2	5	4.5
6. The purposes and objectives of the consultation were made clear.				3	5	4.6
7. The consultant met all of his/her obligations, as I understand them.				2	6	4.8
8. The consultant was punctual, dependable and honored time/scheduling commitments.			1	2	5	4.5
9. Overall, this consultant was very effective in helping me implement agreed upon changes.				2	6	4.8

Overall mean = 4.7

PROJECT EPIC CONSULTANT SATISFACTION FORM
EPIC 1993 MIDPOINT EVALUATION Heller/Bowdin

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Mean Score
1. The consultant was knowledgeable in the area in which technical assistance was provided.				2	6	4.8
2. The consultant was flexible and able to address my concerns.				2	6	4.8
3. The consultant was able to explain and model appropriate practices and procedures effectively.				3	5	4.6
4. The consultant was able to identify additional resources that might be helpful.				2	6	4.8
5. The consultant was able to work effectively within the structure of this site to promote his/her ideas.			1	2	5	4.5
6. The purposes and objectives of the consultation were made clear.				3	5	4.6
7. The consultant met all of his/her obligations, as I understand them.				2	6	4.8
8. The consultant was punctual, dependable and honored time/scheduling commitments.			1	2	5	4.5
9. Overall, this consultant was very effective in helping me implement agreed upon changes.				2	6	4.8

Overall mean = 4.7

PROJECT EPIC SATISFACTION FORM SUMMARY SHEET
MIDPOINT EVALUATION
EPIC 1993

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Mean
1. The purpose of Project EPIC was explained.				2	6	4.8
2. I was satisfied with my involvement in Project EPIC.				4	4	4.5
3. I was satisfied with the changes that occurred in the classroom/program due to Project EPIC.				4	4	4.5
4. The verbal and written information I received from Project EPIC was clear.				2	6	4.8
5. I was satisfied with the verbal and written information I received from Project EPIC.				1	7	4.9

Overall mean= 4.7

PROJECT EPIC SATISFACTION FORM SUMMARY SHEET
FINAL EVALUATION
EPIC 1995

	Strongly Disagree				Strongly Agree	
	1	2	3	4	5	Mean
1. The purpose of Project EPIC was explained.				2	7	4.8
2. I was satisfied with my involvement in Project EPIC.				2	7	4.8
3. I was satisfied with the changes that occurred in the classroom/program due to Project EPIC.				2	7	4.8
4. The verbal and written information I received from Project EPIC was clear.				2	7	4.8
5. I was satisfied with the verbal and written information I received from Project EPIC.				2	7	4.8

Overall mean= 4.8

PROJECT EPIC CONSULTANT SATISFACTION FORM
EPIC 1995 FINAL EVALUATION Heller/Bowdin

	Strongly Disagree 1	2	3	Agree 4	Strongly 5	Mean Score
1. The consultant was knowledgeable in the area in which technical assistance was provided.				2	7	4.8
2. The consultant was flexible and able to address my concerns.				2	7	4.8
3. The consultant was able to explain and model appropriate practices and procedures effectively.				2	7	4.8
4. The consultant was able to identify additional resources that might be helpful.				2	7	4.8
5. The consultant was able to work effectively within the structure of this site to promote his/her ideas.			1	1	7	4.7
6. The purposes and objectives of the consultation were made clear.			1	1	7	4.7
7. The consultant met all of his/her obligations, as I understand them.				2	7	4.8
8. The consultant was punctual, dependable and honored time/scheduling commitments.				2	7	4.8
9. Overall, this consultant was very effective in helping me implement agreed upon changes.			1	1	7	4.7

Overall mean = 4.8

EPIC CONSULTATION FORM REMARKS- FINAL 1995

Dr. Heller contributed valuable information and technical assistance to all our staff working with Deaf-Blind students such that the quality of instruction and education improved dramatically in its effectiveness, efficiency and appropriateness.

EPIC PROJECT SATISFACTION FORM REMARKS- FINAL 1995

The quality of instruction in our classes and CBVT (Community-based vocational training) sites improved immensely due to the consultation and technical assistance offered through Project EPIC.

The information and interaction with Project EPIC greatly enhanced the Project VOICE program (Community-based vocational program).

ATLANTA AREA SCHOOL FOR THE DEAF
890 North Indian Creek Drive
Clarkston, Georgia 30021
(404) 296-7101 FAX (404) 299-4485

June 14, 1995

To Whom It May Conern:

I am writing this letter on behalf of the Project EPIC program. Our school/program has been a model site for Project EPIC for the past three years with Dr. Kathryn Wolff Heller as our technical assistant. The benefits to our students, staff, parents and program have been enormous.

Through the efforts of Dr. Heller and Project EPIC technical assistance, we were able to provide our deaf/blind students with augmentative communication devices that were functional and effective. These devices greatly increased the amount of receptive and expressive communication and social interaction on the community based vocational job sites. As a result of this increase in communication abilities, all of our deaf/blind seniors were successfully placed in full time employment prior to graduation. The results of data collected and research compiled during the three years of technical assistance has led to programming changes for our teachers and job coaches, in order to best meet the educational, social, communication and transition needs of our deaf/blind students. Adaptations on the job sites in the areas of equipment, positioning, job tasks, adaptive devices, mobility/orientation issues and environmental concerns were identified, addressed and taught to staff through the technical assistance by Dr. Heller.

Dr. Heller was extremely knowledgable in all areas of deaf/blindness, medical concerns, communication and vocational/transition issues. She was able to communicate and share this knowledge in a manner that was easy for staff to understand and to implement. She was well received by staff and students, and we looked foward to each and every visit. Dr. Heller met with staff on an average of once a week. She extended her technical assistance to include the families of the students. Dr. Heller has held workshops for parents, as well as on-going communication. The parents expressed pleasure in dealing with Dr. Heller and communicated that her assistance was of great benefit to them.

I cannot adequately express the gratitude the staff and students hold for Dr. Heller and the Project EPIC technical assistance program. The benefits were invaluable. I will be happy to answer any further questions you may have on behalf of Project EPIC and Dr. Kathryn Wolff Heller. Please feel free to call any time.

Sincerely,

Melanie D. Castelle

Melanie D. Castelle
High School Supervisor

Bibb County Public Schools

JOSEPH B. RILEY ELEMENTARY SCHOOL

MAY 5, 1995

Dear Dr. Heller,

This is just a short note to thank you and let you know what a positive impact the PROJECT EPIC Program and Janet Bowdin made in the vision program of my students. Janet has been an absolute life saver for me when I needed answers to questions and help with problems. She has never hesitated to say, "I don't have the information with me but I can get it back to you." Then she did just that --- with great haste. I am always impressed with how quickly Janet gets the material or information back to me.

It is my most earnest wish that Janet is a part of my year ---------EVERY YEAR!!! She is such a valuable resource to us. Everyone who works with these students has been able to benefit from her expertise and knowledge. One of the most informational and helpful projects Janet did for us was to bring a mobility specialist from Atlanta to give a workshop on O & M skills and training. This was not only helpful to me and my students, but you were kind enough to let the other vision teachers in the system attend the workshop.

This initial phase of PROJECT EPIC has been marvelous. Please tell us that this is NOT a shot in the dark situation. We need this project and Janet all the time.

Again, thank you for the opportunity and luxury of working with Janet these last few terms. Hoping to be able to continue this working relationship far into the future.

With kindest regards,

Jane Clark

Jane Clark - Teacher of Visually Impaired

Louis F. Tompkins

Louis F. Tompkins - Principal

3522 GREENBRIAR ROAD • MACON, GEORGIA 31204 • 912/751-6746

APPENDIX I

COMMUNICATION SYSTEM EXPANSION

COMMUNICATION SYSTEM EXPANSION

EXPANDED FORMS
OF COMMUNICATION

Student	Initial Form of Communication	Partner Friendly Form of Communication
1	Manual sign	Single & dual communication board
2	Manual sign	Dual communication boards
3	Manual sign	Dual communication boards
4	Manual sign	Single & dual communication board
5	Manual sign	Dual communication boards
6	Manual sign	Single & dual communication board
7	Nonsymbolic Communication	Objects, Touch cues
8	Manual sign	Dual communication board
9	Nonsymbolic	Objects
10	Nonsymbolic	Objects
11	Nonsymbolic	Objects
12	Nonsymbolic	Objects Calendar box Touch cues Yes/No WOLF electronic board
13	Nonsymbolic	Object notebook Signaling Device Calendar box Gestures
14	Nonsymbolic	Objects/ switch
15	Nonsymbolic	Manual Signs Picture Board Objects Switch

16	Signs Pictures Verbal language	Expanded board with high contrast pictures
17	Nonsymbolic	Objects Touch cues
18	Speech Handwriting Learning Braille Large Print Books	Typewriter Computer Auditory Tapes
19	Speech Handwriting Typewriter Large Print Books	Computer Auditory Tapes
20	Speech Handwriting	Pocket-sized comm. book Picture cues Large Print Books Computer Name signs
21	Nonsymbolic (Body movements Facial expressions Guttural sounds)	Touch cues Tactile name sign Object cues Calendar box Objects
22	Nonsymbolic (Body movements)	Touch cues Tactile Name signs Object cues Objects Calendar box
23	Nonsymbolic (Smiles/Cries Pull hair, scratch)	Touch cues Loop tape and switch
24	Nonsymbolic (Points, facial expressions)	Loop tape and switch name sign Object cues Touch cues Movement cues Objects
25	Nonsymbolic (Body tension)	Objects & Switch Touch cues Tactile cues
26	Nonsymbolic	Objects Object cues Name sign Touch/movement cues

27	Speech Gestures Body movements Facial Expressions	Signing Picture cues Object cues Movement cues Clearer speech Picture calendar schedule
28	Sign	Increase sign Picture Communication Board
29	Sign	Increase sign Picture Communication Board
30	Sign	Increase sign Pictures Communication Board

SAMPLE SITE VOCABULARY

Social Page

How are you
What want/like
Break time
Excuse me
Good to see you
Fine
I want or like
Drink or food
I don't know
Thank you
Tired
Hurt or sick
Lunch
Need restroom
You're welcome
Play tic-tac-toe?

Core-Vocabulary

Watch; show you.
Go do
get
Wrong
Good job!
Supervisor
Need help
Understand?
Am I finished?
You finished?
New job
Is this ok?
Need schedule
wait
please

Sample site specific vocabulary

Hospital Dietary

wipe
counter
sink
Sweep
cart
Juice
Breakdown cart
Freezer
sort dishes
Prepare dishes
dishwasher
tray
Dirty tray?
Wash
melon
lettuce
strawberry
Cut/dice/slice
Broccoli
egg
Carrot
Peel
Celery
tomato
watermelon
Cabbage

Library

Straighten shelf
Pick up inside
Pick up outside
Sort books
Magazine
Get key
Night depository
Sweep
Children's books
Remove stickers
AASD bus

Kroger

Pan cookies$
6x4 Pan
8x5 Pan
Need more cookie sheets
Need paper for cookie sheet
Price on
Need more price tags
cart
Put cart up
Wash Hands
Plastic gloves?
tear box
flat
throw away
Price gun
Where is Price gun?
Put in bag
Put on display
Take off display
Weigh

MENTOR ACTIVITIES

MENTOR ACTIVITIES

AASD

Peggy Allgood- Teacher Mentor
Presentation on communication and vocational training at state AAC conference
Presentation on communication and vocational training at Optimus Club
Presentation on communication and vocational training at Education Honors Society
Presentation on communication and vocational training to parents
Presentation on communication and vocational training to school
Participation on research and development of monograph
Served as demonstration site
Consulted on deaf-blind students

Steven Ware- Teacher Mentor
Participation on Deaf-Blind Advisory Board
Participation on research and development of monograph

COBB COUNTY

Barbara Brooks- Parent Mentor,
Advocate for students rights

Heidi Peaster- Parent Mentor
Deaf-Blind Advisory Committee

Diane Cagle- Teacher Mentor
Assist other teacher in making adaptations

TROUP COUNTY

Janet Hanson- Teacher Mentor
Gave a talk on Project EPIC & adaptations
visited new MOID teachers twice
Offers suggestions to teachers
Received O & M orientation
Discussed co-active signing and how to use it (11/94)
Shared sign books and basic sheets of sign (12/94)
Demonstrated picture/word communication system (1/94)
Discussed reinforcers, esp. appropriate toys (2/95)
Brought teacher a specific toy (3/95)

Shared HELP book (4/95)
Demonstrated the Touch-Window (5/95)
Worked with a student to teach sign "more" (6/95)

BIBB COUNTY

Ann Gary- Teacher Mentor
- Uses information from EPIC as an Assistive Technology Team member
- Contacted by MOID teacher to observe and make recommendations for deaf-blind student
- Encouraged and invited technology assessment for student in her school who is deaf-blind
- Conducting learning media assessment of two elementary students who are deaf-blind

Jane Clark- Teacher Mentor (regular education)

APPENDIX J

TRAINING DATA

WORKSHOP DATA, LETTERS, CONFERENCES

SCORES ON PRETEST AND POST-TEST
EPIC WORKSHOP
LA GRANGE 1/15/93

PARTICIPANT NUMBER	PRETEST	POST TEST	DIFFERENCE
6566	30	90	60
4041	10	82	72
4402	45	92	47
0336	40	100	60
0493	15	-	-
5514	0	98	98
1616	30	98	68
0263	55	100	45
9172	0	61	61
6265	40	90	50
9362	0	90	90
1001	0	100	100
4916	60	89	29
0099	10	80	70
9040	0	90	90
3855	0	85	85
3832	30	100	70
5832	0	100	100
	RANGE 0-60 MEAN 20.28	RANGE 61-100 MEAN 90.89	OVERALL MEAN DIFFERENCE - 70.61

Traces

TEACHING RESEARCH ASSISTANCE TO CHILDREN AND YOUTH EXPERIENCING SENSORY IMPAIRMENTS

Workshop Evaluation Scale[1]

Workshop Name: AAC - Deaf-Blind Date: 1/15/93

Presenter: Dr Kathy Heller La Grange

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

									mean
1.	The organization of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1	6.43
		9	2	3					
2.	The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1	6.64
		11	2		1				
3.	The work of the presenter(s) were:	Excellent 7	6	5	4	3	2	Poor 1	6.71
		10	4						
4.	The ideas and activities of the workshop were:	Very Interesting 7	6	5	4	3	2	Dull 1	6.64
		11	2		1				
5.	The scope (coverage was:	Very Adequate 7	6	5	4	3	2	Inadequate 1	6.64
		9	5						
6.	My attendance at this workshop should prove:	Very Beneficial 7	6	5	4	3	2	No Benefit 1	6.79
		11	3						
7.	Overall, I consider this workshop:	Excellent 7	6	5	4	3	2	Poor 1	6.86
		12	2						

Total mean = 6.67

8. Do you feel a need for additional information about this topic? 1. Yes 10 2. No

The stronger features of the workshop were: ______________________

The weaker features were: ______________________

General Comments: ______________________

---

[1] McCallon, E. (unknown). Workshop evaluation scale. Austin, Texas: Learning Concepts.

EPIC WORKSHOP - LaGrange 1/15/93

Strong Features

*The information and presenter
*Milieu strategies
*I learned more about Augmentative Communication. I feel I can start working towards communication devises for some of my students.
*Covered all learning modalities - visual samples
*Variety of experience brought by presenter - excitement level of presenter
*Focused on varying levels of students and differing kinds of communication
*Different communication techniques
*Ways of communicating with the student
*Interest

Weaker Features

*Nothing
*Too fast coverage for first-time exposure
*Not enough time to do a thorough presentation or for hand-ins
*None
*More on the profound
*Not enough time

General Comments

*Great Workshop
*Excellent! Kathy has a dynamic personality and I enjoyed having the opportunity to attend this workshop.
*Thanks for coming to TROUP-CO. - I've waited ten years for this.
*I'm a new assistant (2 weeks) and I enjoyed the workshop immensely and will use handouts and notes as I learn Special Education. Thank you.
*Great presentation and helpful presenters
*Deaf and Blind? Most material addressed working with a student with low vision/ hearing impairment. ***Please establish a baseline on your vocabulary. I sat here for 45 minutes before I figured out what a "communication board" was.
*Need more time - The workshop was great!!!

WORKSHOP EVALUATION SCALE SUMMARY

PARENT WORKSHOP

Presenter: Heller/Allgood
Date: 9/11/93

	Excellent 7	6	5	4	3	2	Poor 1	Mean Score
1. The organization of the workshop was:	6		2					6.5
2. The objectives of the workshop were:	7	1						6.9
3. The work of the presenter(s) were:	7	1						6.9
4. The ideas and activities of the workshop were:	7	1						6.9
5. The scope (coverage) was:	7	1						6.9
6. My attendance at this workshop should prove:	6	2						6.8
7. Overall, I consider this workshop:	6	2						6.8
8. Do you feel a need for additional information about this topic?	YES 2						No 0	NO 2

OVERALL MEAN SCORE: 6.8

Parent Workshop Comments:

The stronger features of the workshop were:

Strong outgoing personalities of the presenters

The dedication of those involved and their sincere interest in the students.

The slide presentation.

Slide show.

The efforts of the staff to place each student with hi/her job capabilities.

Very helpful information.

The weaker features were:

Slide presentation could be smoother- one projector

Slides could more clearly demonstrate the objective.

None.

Ability to get the word out to the community. They need the help of parents and political figures of the community to let businesses know about this program.

None.

General Comments:
It's great to know that there are folks who are really concerned and make such an effort for special needs kids.

Even the weakness of the slides did ont really detract from the overall effectiveness of the program. We appreciate the efforts in the program, but also believe workshops like these to communicate the nature and purpose of the program will enhance its effectiveness.

I think the program is very beneficial for the students. I especially like the communication boards.

Very impressive.

Other than the parents, teachers and school, nothing is ever done for the handicapped. This is great. Thank you.

Thank you for the invitation to hear about the program. It's great.

SCORES ON PRETEST- POST TEST
EPIC WORKSHOP
ATLANTA CITY

PARTICIPANT NUMBER	PRETEST	POST TEST	DIFFERENCE
1	30	80	50
2	40	90	50
3	20	80	60
4	10	70	60
5	50	90	40
6	50	100	50
7	10	80	70
8	40	90	50
9	40	100	60
10	30	100	70
11	40	90	50
12	40	100	60
Range	10 - 50	70 -100	OVERALL
Mean	33.3	89	MEAN DIFF.- 55

WORKSHOP EVALUATION SCALE SUMMARY

Presenter:
Date:

	Excellent						Poor	Mean
	7	6	5	4	3	2	1	Score
1. The organization of the workshop was:	6	3	2	1				6.1
2. The objectives of the workshop were:	7	2	1	1				6.3
3. The work of the presenter(s) were:	10		1	1				6.6
4. The ideas and activities of the workshop were:	8	3			1			6.4
5. The scope (coverage) was:	9	1	1		1			6.4
6. My attendance at this workshop should prove:	8	1	2		1			6.3
7. Overall, I consider this workshop:	8	2		1	1			6.3
8. Do you feel a need for additional information about this topic?	YES						No 4	

OVERALL MEAN SCORE: 6.3

EPIC WORKSHOP COMMENTS
ATLANTA CITY

The stronger features of the workshop were:

The presentation was excellent. The presenter was thoroughly familiar with the material.

Wide variety of topics, very practical, easy to take ideas and relate to classroom usage. Personality of presenter enhanced materials.

Very good prompts, hand-outs and knowledge of the instructor.

Getting to know how you can made things in order for a visual and hearing impaired child to understand.

The presenter.

Examples, explanations and directions.

Good presentation and enthusiasm helped.

Examples of various communication devices and ways to produce them.

The weaker features were:

Needed more interaction.

None.

None.

Physical location

General Comments:
Very enjoyable.

Cover less material.

I learned a lot.

The workshop overall was very interesting and the presentation was excellent.

Workshop offered many useful ideas and strategies for different disabilities found in program.

Excellent! Effective teaching methodologies.

Too long.

Georgia Augmentative and Alternative Communication
Technical Assistance Project

5277 Ash Street - Forest Park, Georgia 30050 - (404) 362-2024

September 3, 1993

Dr. Kathryn Heller
Department of Special Education
Georgia State University
Atlanta, Georgia

Dear Kathy:

I would like to take this opportunity to thank you for your outstanding presentations at the AAC regional conferences this year. The information that you provided on nonsymbolic communication on March 5, 1993 at Amicalola Falls and March 12, 1993 at Sandersville was extremely beneficial to local school system service providers attending the workshop. The evaluation of these workshops was very positive, and several participants commented on the practical information that you provided to them.

Enclosed you will find a copy of the sign in sheets. I look forward to you making similar presentations in the future.

Sincerely,

Kim Hartsell

Kim Hartsell
Project Manager

In cooperation with the Georgia Department of Education: Division for Exceptional Students, Clayton County Public Schools, and Georgia State University: Language Research Center.

Georgia Bureau for Multiple & Severe Disabilities

Bureau for Students
with Multiple and
Severe Disabilities

Department of Educational Psychology and Special Education
Georgia State University • University Plaza • Atlanta, Georgia 30303
(404) 651-2310 • (404) 651-4901 fax

May 24, 1995

Dr. Kathryn Heller
Department of Educational Psychology
and Special Education
Georgia State University
Atlanta, Georgia 30303

Dear Dr. Heller,

Thank you so much for the excellent presentation you provided for the Bureau for Students with Multiple and Severe Disabilities on teaching students with visual impairments and mental retardation.

The teachers found it helpful and were able to apply the material you presented with their students with visual impairments. I hope that the Personnel Preparation Project and the Bureau for Students with Multiple and Severe Disabilities will continue their collaborative efforts to provide up-to-date information regarding visual impairments to teachers of students with special needs.

I am looking forward to talking with you soon.

Sincerely,

Alison M Stafford

Alison M. Stafford
Technical Assistant

Georgia State University
Office of the Dean
College of Education
University Plaza • Atlanta, Georgia 30303-3083

September 30, 1994

Dr. Kathy Heller
Department of Educational Psychology and Special Education
College of Education

Dear Kathy:

We're very proud to present the fall 1994 issue of "Milestones." I hope you'll enjoy reading the articles and catching up on alumni and faculty achievements.

The magazine is intended to promote the college and provide meaningful contact with our alumni and friends. It was sent to over 22,000 people. You were a valuable part of making this issue a success. I sincerely thank you for your time and effort.

Again, I appreciate your willingness to be involved and hope you are as pleased with "Milestones" as we are.

Sincerely,

Donna

Donna M. Braddy
Associate to the Dean
for Public Relations

Georgia State University, a unit of the University System of Georgia, is an equal opportunity educational institution
and is an equal opportunity/affirmative action employer

CEC MEETING

DOGWOOD CHAPTER

DATE : **March 30, 1995**

Time : **4:00 P.M.**

Location : **Jim Cherry Center B-1**

"CORTICAL VISUAL IMPAIRMENTS"

Presentor: **Kathryn W. Heller**, Ph.D., R.N.
Georgia State University

CEC will be honoring an outstanding teacher from the Vision Program and an outstanding professional and paraprofessional from each Special Education Center: Heritage and Margaret Harris. Please join us in celebrating their accomplishments.

FUTURE CEC DATES!

April 20, 1995 - Innovative Projects and Chapter Awards

COMMON GOALS: Effective Practice and Preparation for the 21st Century

The Fourth International Conference on Mental Retardation and Developmental Disabilities

Arlington Heights, Illinois

September 30, October 1&2, 1994

Division on Mental Retardation and Developmental Disabilities
International Council for Exceptional Children

Sesssion Saturday III Continued

8.7 ***Experiential Sight Word Regarding: An Ecological Approach***
Dr. David Feldman, Ball State University
Muncie, Indiana
Location: Woodfield II

8.8 ***GTE Educational Network Services: A Unique Information Warehouse on the Superhighway***
Joyce Coffey, GTE Educ. Network Services
Irving, Texas
Location: Woodfileld III

Saturday, Session IV, 2:45-3:35 p.m.

9.1 ***Part of the Neighborhood***
Theresa Lehman, Judy Pray, Linda Dressler, & Ellen Loomis, Rainbow Preschool
Albion, New York
Location: Room 10

9.2 ***Cooperation and Inclusion: Students with Different Exceptionalities in Extra Curricular Activities***
Dr. Willia L. Nwa, Canton City Schools
Canton, Ohio
Location: Room12

9.3 ***Community Youth Service: Non-traditional Learning Venues for Adolescents with Mental Handicaps***
Marilyn G. AndreeWiltens, North Ward IBIS
Tampa, Florida
Location: Chicago Room

9.4 **Educational Inclusion & Community Based Instruction with Students Who Have Moderate Developmental Disabilities**
Cindy Applebaum, Souderton High School
Souderton, Pennsylvania
Location: Room 5

9.5 ***Meeting Multiple Learning Styles in the Special Education Classroom***
Laura Sanders, Enumclaw School District
Buckley, Washington
Location: Room 15

9.6 ***Enhancing School to Post-School Transition***
Dr. Maryann Demchak, Stephen Moore, & Debbie Weber, University of Nevada
Location: Room 16

9.7 ***Effect of Object and Movement Cues on Receptive Communication by Preschool Children with Mental Retardation***
Dr. Kathryn Wolff Heller, Georgia State Univ.
Atlanta, Georgia
Location: Woodfiled II

9.8 ***A Comparison of the Adult Adjustment of Persons with Mild Mental Retardation, Learning Disabilities, and Behavioral Disorders one and Tree Years After Graduation***
Dr. Alan R. Frank, University of Iowa
Dr. Rori Carson, Eastern Illinois University
Location: Woodfiled III

Keynote: 3:45 p.m. - 4:45 p.m.

Syndroms on the Margins of Mental Retardation

Speaker: Dr. Steven Forness
UCLA Medical School
Location: Paramount Ball Room

See You in the Ritz! Join other participants in the Ritz Lounge for a Social Hour a 5:00 P.M.
Chicago Blues Tour-Bus departs for the blues tour at 8:00 p.m.

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1:15-2:15 P.M.

Validating Facilitation Naturally!

Room 202 ***Session 1044***

This session discusses an ongoing study to validate facilitated communication in a natural environment. How to set up a natural validation study is also covered, as well as how to document natural spontaneous validating communications.

Leader: Eileen C. Cowin, Speech/Language Pathologist, London School, Northbrook, IL

Presenter: Ilene S. Siegel, Speech/Language Pathologist, London School, Northbrook, IL

2:30-3:30 P.M.

Tangible Symbols: An Alternative Communication System for Children Who Have Multiple Disabilities

Room 118 ***Session 1045***

Many children who have multiple disabilities do not learn to use abstract symbol systems such as speech or manual sign language. Many, however, can learn to use tangible symbols—three- or two-dimensional symbols—to communicate. The development and use of tangible symbol systems are described.

Leader: Philip Schweigert, Research Supervisor, Washington State University, Portland, OR

Are Two Communication Boards Better Than One? Using Dual Communication Boards Effectively

Room 117 ***Session 1046***

The use of dual communication boards (one communication board for the student and a second identical board for the communication partner) were examined with students with mental retardation and hearing impairments or deaf-blindness. Dual communication boards were found to have advantages over single board use.

Leader: Kathryn W. Heller, Assistant Professor, Department of Special Education, Georgia State University, Atlanta, GA

3:45-4:45 P.M.

Showcase

Artificial Boundaries of Care: The ABCs of Transdisciplinary Services

Room 202 ***Session 1047***

A presentation of a program for young children that utilizes the philosophy of therapy treatment delivered within the context of the learning environment. Early childhood special education, occupational therapy, physical therapy, and speech-language intervention blend to provide opportunity for specialists to cross discipline boundaries.

Leader: Shirley S. Patterson, Executive Director, Children's TLC, Kansas City, MO

Division for Cultural and Linguistic Diverse Exceptional Learners (DDEL)

8:30-9:30 A.M.

Creole Usage and Reading Achievement Among Children in the U.S. Virgin Islands

Room 138 ***Session 1048***

This study investigated the relationship between Creole usage and reading achievement among 3rd-, 5th-, and 7th-grade Virgin Island students. Based on language samples elicited by a picture story task, students' Creole usage was found to be significantly correlated with their performance on the Metropolitan Achievement Test.

Leader: Heraldo V. Richards, Assistant Professor, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN

Involving Hispanic Parents of Children with Learning Disabilities

Room 139 ***Session 1049***

Hispanic parents of children with learning disabilities were interviewed to determine their perceptions on parental involvement in literacy development. The results of these interviews indicate factors that need to be addressed in order to enhance the interaction between the home and the school.

Leader: Marie E. Hughes, Doctoral Student, School of Education, University of Miami, Coral Gables, FL

Presenter: Jeanne S. Schumm, Professor, School of Education, University of Miami, Coral Gables, FL

9:45-10:45 A.M.

Struggles and Successes: Implementing Literature-Based Instruction for At-Risk Hispanic Students

Room 147 ***Session 1050***

Focusing on the literacy instruction of two early career Grade 5-6 teachers, this session delineates: forces affecting the teachers' instructional planning and delivery; patterns of instructional interactions that enhance or inhibit at-risk Hispanic students' learning; and proposed training opportunities designed to enhance teacher preparation and instruction.

Leader: Chris Kolar, Program Facilitator Special Education, Long Beach Unified School District, Long Beach, CA

11:00 A.M.-12:00 NOON

Educating Urban Children and Youth: Making the Family and Community Connection

Room 211 ***Session 1051***

Combining ethnographic research and programmatic experience, presenters establish a framework that promotes the development of skills and competencies urban children and youth need for future success. Participants gain insight into the perspectives of urban families and acquire strategies for effectively interacting with students with various learning and communication styles.

Leader: Mary Beth Noll, Assistant Professor, Department of Special Education, St. Cloud State University, St. Cloud, MN

PUBLICATIONS (OTHER THAN ARTICLES)

COLLEGE ✦ OF ✦ EDUCATION

MILESTONES

A newsletter for alumni, friends, faculty and staff of Georgia State University's College of Education.

Volume IV, Number 1

Fall 1994

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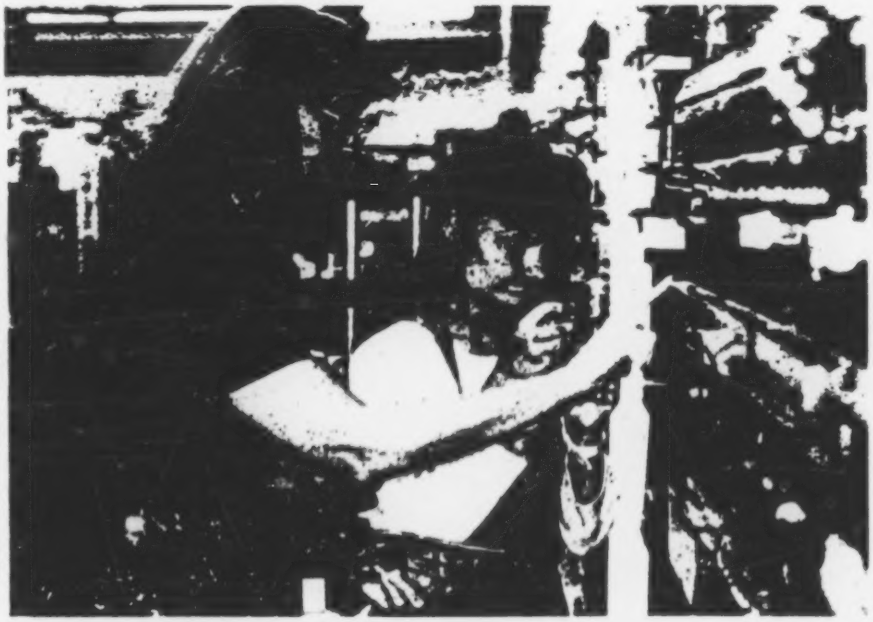
Deaf-Blind Students Are Working to Secure Their Futures



Making Their Way

Finding a job in today's economy isn't as easy as it used to be, and managing to hold on to it once you have it is no simple feat either. Deaf-blind students face an additional challenge in the search for employment. The way they communicate with others, like manual sign language, is difficult for much of the public to understand. In order to secure their futures as young professionals, these students must learn new ways of communicating so their supervisors, coworkers and customers will be able to understand them.

For two years, students with hearing and vision impairments have been learning communication strategies, as well as work and community skills, through Project EPIC (Effective Partner Interaction in the Community). This federally funded pilot project is directed by Dr. Kathryn Heller through the Department of Educational Psychology and Special Education of the College of Education. In collaboration with Cobb, Bibb and Troup counties' community-based training programs and the Atlanta Area School for the Deaf's Project VOICE (Vocational Opportunity in Community Environments), Project EPIC is providing technical assistance to promote successful community and vocational training experiences for deaf-blind students.

High school students with hearing and vision impairments learn strong job skills by training at such companies as Kroger, Eckerd Drugs and Sentry Cleaners. Through these work-training experiences, students are finding out what it takes to succeed on the job, and they are improving their ability to communicate with others.

"Children with deaf-blindness typically have problems interacting in the community because people don't understand their forms of communication," said Dr. Kathryn Heller, a Georgia State special education professor who directs the program. "Project EPIC provides them with additional ways to communicate and promotes success in the job and community."

Heller says that employers often are reluctant to hire people who are deaf-blind because they think it will be impossible to communicate with them. Program professionals overcome that obstacle by training these students in additional forms of communication, as well as providing some training for the employers.

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One form of communication for the hearing-and vision-impaired is dual communication boards that use high-contrast pictures to represent various actions and job tasks. Two sets of boards are used, one for the communication partner, such as the employer, coworker or customer, and the other for the student. One person can point to a symbol on the board while the other one points to the corresponding picture on the other board. This allows the employer to communicate the task that needs to be completed, and the student can understand and accomplish the job. In addition, a job coach is at the work site with the students to provide training with the communication boards and to help with their job skills.

Pictured left: Director Kathryn Heller communicates with a student using dual communication boards.
Pictured above: A job coach works with the students to perfect their job skills.

Approximately 30 deaf-blind students will have completed the program when it ends in the fall of 1995. And, a result of their job training experiences, many will be working in their communities.

"These students are just like anyone else their age. They are caring, dedicated to their jobs and want to work," Heller said. "Because of their training, employers can communicate with the students and see them as people first and their disability as second."

But training teenagers on the job and in the community is only one side of Project EPIC. This program also provides technical assistance for teachers and parents of deaf-blind students.

Heller and the assistant program director, Janet Bowdin, visit the schools that are involved in Project EPIC. They demonstrate how classroom materials can be modified to accommodate the various needs of students with hearing and vision impairments. Bigger print or a larger computer screen are modifications that can be used to help students in the classroom. Heller and Bowdin also demonstrate effective teaching strategies and assist with the development of communication systems. After completing the program, teachers and parents are able to serve as mentors for others who have students or children who are deaf-blind.

"Showing people how to communicate with individuals who are deaf-blind makes it possible for them to form relationships with each other," Heller said. "And for them, that's a positive change that will last a lifetime."

*

College Offers New Graduate Programs

The Department of Educational Psychology and Special Education is finding out that good news does travel fast, especially when it comes to their new graduate degree programs in visual impairments and deaf-blind.

The College of Education began offering these programs in January, and according to the director, Dr. Kathryn Heller, there is a crucial need for more programs like these across the nation.

"Georgia State is one of the few centers in this area which offers degrees in visual impairments and deaf-blind," Heller said. "I have students who drive more than 400 miles because this university is the closest school offering the courses they need."

Graduate students can enter either the visual impairments or deaf-blind programs. According to Heller, the college has designed the programs so that graduates will be prepared to be effective teachers of students with a wide range of cognitive abilities.

Vision impairment teachers will be qualified to teach students with singular visual impairments, including blindness, as well as students with multiple impairments such as visual impairment with concomitant physical and/or intellectual disabilities. Instructors of deaf-blind students are certified in both vision and hearing impairments.

The visual impairments and deaf-blind programs are funded by a federal grant and are offered on a yearly basis. Individuals interested in these programs should apply to Georgia State University for admittance to the master's degree program in Special Education.

Tuition stipends are available on a limited basis.

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by Jennifer L. Cochran, information specialist, College of Education

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GEORGIA
BUREAU FOR
SEVERE DISABILITIES

The Georgia Bulletin for Severe Disabilities

A joint project of the Department of Special Education, Georgia State University College of Education and the Division for Exceptional Students, Georgia Department of Education.

Volume 6, Number 1 December 1993

From the State Department of Education

Moderate Severe and Profound Intellectual Disabilities

While you have been settling into your classroom routines these past few months I have continued to travel throughout the state, visiting many of your school systems, facilitating meetings at conferences, and conducting in-services concerning the services for students with moderate, severe, and profound disabilities. We at the Division for Exceptional Students (DES) have been working on several documents over the last several months that you will need to be aware of. First, the state rules and regulations have been updated and will go before the State Board of Education in January. These rules included the most recent federal regulations from the Individuals with Disabilities Education Act (1992) in conjunction with Georgia's State Special Education Program Plan. The updated version of these regulations includes no changes for moderate, severe, and profound intellectual disabilities other than changing the language from "mentally handicapped" to "intellectual disabilities". However, two new program areas have been added: Traumatic Brain Injury (TBI) and Autism. Students with these disabilities will be educated not in classes specifically for TBI or Autism, but in the classes where they may receive services for their primary deficit area(s), such as intellectual disabilities or behavior disorders.

Another document recently written and disseminated to special education directors is "Tips on Transition". As you are already aware, transition must be addressed in all students' IEPs starting at age 16. Planning for transition services is not designed to predict what an individual will be doing in twenty years, but rather is designed for developing skills that will be relevant twenty years from now. If you cannot get a copy of document call the DES (404/656-6317) and request that one be sent to you.

A project that has been especially exciting for the DES staff as well as several local school systems has been in the production of a video. The video focuses on delivery models in Georgia. The projected completion date for the video is the beginning of the new year. In addition to all school systems and public libraries, receiving a copy of this tape, it will be shown on GPTV. The actual view date has not yet been set. We will keep you posted on the schedule.

If I can answer any questions or be of any further service, please feel free to give me a call (404/657-9959). Have a wonderful fall!

Donna Andrews

From the State Department of Education

Orthopedic Impairments

Greetings from the Division for Exceptional Students! As the Division's Consultant for Orthopedic and Other Health Impairments, I have had many "hats" to wear during the past few years as an information liaison for areas such as physical and occupational therapies, adapted physical education, hospital-homebound instruction, traumatic brain injury, and assistive technology. I know that many of you also have a variety of duties and responsibilities as you serve students with severe and multiple disabilities in your programs.

I am happy to report the recent publication and statewide distribution of two of the Division for Exceptional Students Resource Manuals, in the areas of orthopedic impairments and physical and occupational therapies. These manuals have been designed to provide teachers, therapists and other school personnel with best practice information to assist them in providing effective programs for their students with physical and motor disabilities. The manuals can also be used as a communication tool with school administrators, parents, agency personnel and others concerning the nature and scope of educational programs for these students. Please contact your special education director if you have not received a copy of these manuals, or contact me at the Division to obtain copies (404/657-9956).

I am seeking ways to promote the networking of teachers of students with orthopedic and other health impairments across the state for mutual communication and support, sharing of teaching ideas and strategies, and the like. Already opportunities exist through attendance at certain workshops (such as the statewide Low Incidence Workshop in March) or participation in several local consortia. Another option is to provide information relevant to these disability areas periodically in the *Georgia Bulletin for Severe Disabilities*. If you sense the need to "connect" more with others who are also working in this field and are not sure how to do it, or if you have specific ideas and suggestions on how to better network with others in the field, please contact me. I would be excited to work with you to attain these goals.

Best wishes for a happy and productive 1993-94. Please contact me if I can assist you in any way.

Brian Boham

with a disability to pay "rent" for his room and board at a fair rate for the neighborhood. By paying rent this makes the individual an independent person and eligible for the full benefit rate, but this may affect the parents tax status.

An individual does not always receive the exact benefit amount. To determine the SSI cash benefit, any income the person receives, whether earned (from work) or unearned (such as a trust fund or interest) is counted and then subtracted form the Federal Benefit rate. The first $20 of unearned income is excluded and the first $65 of earned income is excluded. This means that it is not counted when figuring benefit amounts. In addition, one half of all earned income over $65 is excluded. The earned and unearned countable incomes are added together and subtracted from the benefit rate. The difference is the cash SSI payment.

For example, John is a 20 year old young man whose father is deceased. John receives a $100 SSDI payment. This is unearned income. $20 of this is excluded leave $80 of **countable unearned income**. John also works at the local Blockbuster and ears $400 gross income per month. The first $65 of this income is excluded, leaving $335 of earned income. This is divided in half leaving $167.50 of **countable earned income**. The **countable unearned and earned incomes** are added together for a total of $247.50. This amount is subtracted from the Federal Benefit rate of $434 to make a cash payment of $186.50. John receive a monthly SSI check of $186.50, a SSDI check of $100 and gross income of $400 for a total monthly income of $686.50.

As an individual's income increases, the SSI cash benefit decreases. However, if the individual is entitled to the full benefit rate and has no other extenuating circumstances, his gross monthly income will have to be more than $953 before he receives no SSI check. For example, if an individual makes no money, his SSI check will be $434, if he makes $350 gross income, his SSI check will be $301.50 and if he makes $700 gross income his SSI check will be $126.50. When he makes $954 his SSI check will be $0.00.

The amount a person receives on SSDI is determined by the amount of money the person made while working and the number of quarters worked. The Social Security Administration has a formula for figuring benefit amount. On SSDI, the individual receives all the cash benefit or none, there is no partial payment as in SSI. If an individual is on SSDI and then goes to work, there is a **trial work period**, during which an individual's disability check is not affected. The trial work period is nine months during any 60 month block of time in which an individual earns more than $200 gross income per month. The nine months do not have to occur consecutively, but may be very sporadic. These months are a trial to see if the person with a disability is capable of working productively. The month immediately following the ninth trial work month begins the **extended period of eligiblity (EPE)**. The EPE is a 36 month block of time. During these 36 months if an individual earns more than $500 gross income for a month, he will not be entitled to a disability check for that month. If he earns less than $500 gross income, he will be entitled to a disability check for the month. At the end of 36 months, if the person has sustained income of $500 or more for an average of three months, then disability checks will be discontinued. If, however, at the end of 36 months, the individual has not maintained income, the EPE goes on indefinitely until the income is maintained at the $500 level.

Insurance. There are insurance programs that come with either program. If an individual is SSI eligible, then **Medicaid** is provided. As long as the individual receives at least one dollar per month in SSI money, then Medicaid is automatic. Once the individual's income increases, so that his SSI is zero dollars, even though he is still medically eligible, then he can keep his Medicaid as long as he can prove that he needs it in order to continue working. To prove the need, the individual must have no other insurance available through work at a reasonable cost and must use his Medicaid occasionally. As long as he can prove need and is still SSI eligible except for income, then he can keep his Medicaid indefinitely.

If on SSDI, **Medicare** is provided. Medicare is provided after a 24 month waiting period once eligible for SSDI. Medicare also will continue during the Extended Period of Eligibility, even if the individual does not receive a cash benefit due to income exceeding $500.

Once an individual turns 18, it is important that he apply for SSI before his income is too high and while there are still current school records that indicate a disability. It is much simpler and less time consuming at that point rather than later. An individual may also be eligible for both programs, and if this is the case, SSDI is the primary benefit because it is considered an insurance program and SSI, which is considered a welfare program, will be the secondary.

Other information. The Social Security Administration has many publications and pamphlets that explain the system. You can call 1-800-772-1213 and request information. This is also the number to use to set up appointments for applying or any other work related expenses and how these can help maintain benefits at a higher rate.

Nancy E. Elliott, Project SETS

Dual Communication Boards in CBVT Program

Project VOICE (Vocational Opportunities In Community Environments) was officially established at the Atlanta Area School for the Deaf in 1988. Project VOICE is a community-based vocational training program for AASD hearing-impaired students with special needs. The students begin working in the community with Project VOICE at age 15 and continue until graduation or age 21. All of the students in Project VOICE are hearing impaired and may also have additional disabilities such as visual impairments, cerebral palsy, seizure disorders, autism, mental retardation and physical disabilities.

At age 15 the students train in the community one day per week. These community sites may include any of the following: Clarkston Public Library, Eckerd Drugs, Kroger, Target, Hall's Greenhouse, Stone Mountain Park/Landscaping (limited work due to age), Piccadilly Cafeteria (limited work due to age), Northlake Regional Medical Center/Food Services (limited work due to age), Great Clips Hair Salon and Northlake Regional Medical Center/Environmental Services. From ages 16 to 17, the students train in the community one to two days per week. These community sites may include any of the following: Chick-fil-A, Pizza Hut, Uniform Rental, dry cleaning services, Northlake Regional Medical Center/Diagnostic Imaging, Meadowbrook Nursing Home, Inc., Stone Mountain Park/Merchandising, and Stone Mountain Park/Hotel. At age 17 and through graduation, the students are in the community three to four days per week at any of the sites. Each job training site provides these students with the opportunity to learn meaningful vocational skills in realistic work environments. The students are supervised on the site by a trained AASD staff member for approximately four and one-half hours per day. The students are expected to learn the job tasks as closely to job requirements as possible. Adaptations are utilized to increase rate and accuracy. The trained staff member (vocational trainer) models the task with the student. He/she then "walks" the student through the task until the student engages in the task a required number of times. The student continues while the vocational trainer checks for accuracy. After accuracy is achieved for several days, the student works independently with periodic checks by the vocational trainer. Once the student successfully achieves total independence, he/she is challenged on a different job site or task at the same location.

The goal of Project VOICE is for the student to be able to work independently in the community environment. Therefore the vocational trainer must gradually withdraw from the immediate work environment turning over direction and generic task problem solving to the non-disabled co-worker. This immediately presents the problem of communication with the hearing impaired students. Communication boards were developed in an effort to solve the communication problems. The communication boards had to be functional, convenient and consumer-friendly. The first communication boards used by the students in Project VOICE were actually large notebooks with pictures and Pic Symbols. These communication books were functional in most job sites but they were not convenient by size. They were used by the student and the non-disabled co-worker or site supervisor to indicate tasks directions. Data were collected on frequency of use and function for specific job tasks. A single, more convenient sized board (5 X 8 inches) was developed using Mayer-

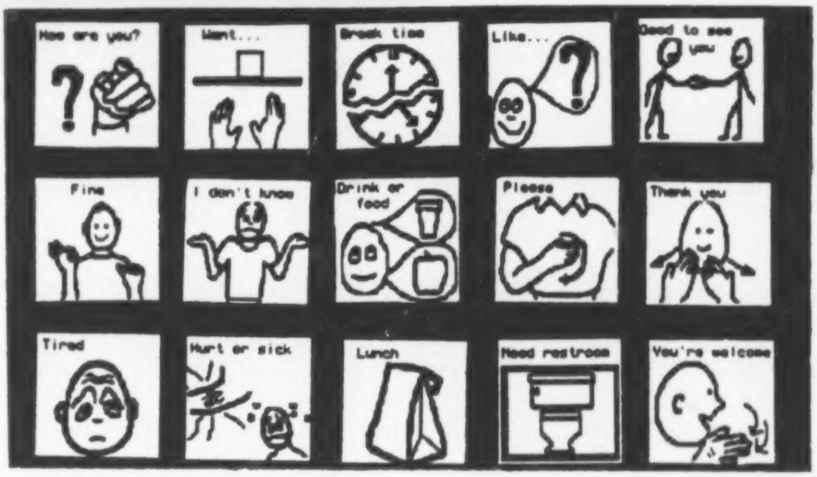

Figure 1

This is an example of the social communication board used on all of the job sites. Each student has two boards which have the same pictures. The communication partner's board is trimmed in red. The student's board is trimmed in black. The following is an example of a conversation between the student and the communication partner:

The student points to:	*The communication partner responds on his/her board by pointing to:*
1 How are you	2 Fine
	3 How are you?
4 Fine	

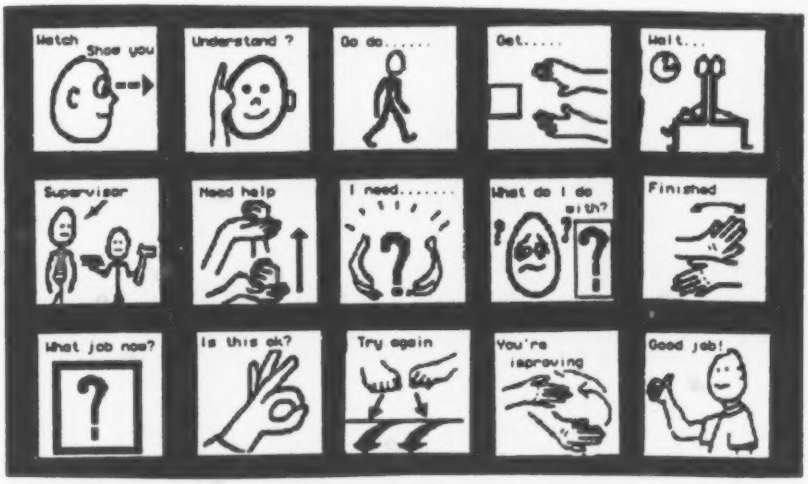
Watch
Show you
Understand ?
Go do......
Get.....
Wait...
Supervisor
Need help
I need.......
What do I do with?
Finished
What job now?
Is this ok?
Try again
You're improving
Good job!

Figure 2

This is an example of the job board used at Clarkston Public Library. The top board is the core board used at most job sites. The bottom board is specific to the library.

The student points to:	*The communication partner responds by pointing to:*
1 What job now?	2 Sharpen.....
3 Pencils	

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Johnson's Board Builder computer program. At first we attempted to cover all possible conversations related to each job site. The boards became cumbersome. Through data collection and trial and error, much of the extraneous information was eliminated. Our data indicated that with one board, the conversation mode was difficult to establish. The students had difficulty understanding the give and take of conversation and passing the communication board back and forth between the communication partner and the student. With the use of dual boards, the student understood more readily that they should respond to a comment or answer a question using their own boards. The boards were color-coded to help the students remember to give one to the "other" person. After using dual boards for one year, a survey of the community job sites indicated that all of the job sites using the dual board system preferred the dual boards over the single board.

Data collection on the use of the boards in job sites indicated the need to develop more standard vocabulary that could be generalized to a number of job sites. The original board vocabulary was so job specific that little could be generalized to another site. An attempt is being made this year to analyze a set of "core" vocabulary that can be transferred to several sites. Thus far, it seems that most directions can be understood with the use of the communication board, in addition to some pointing and gesturing. Some of the vocabulary that is site specific is drawn on the computer. Most of the vocabulary comes directly from Mayer-Johnson Communication Board-Builder. (See Figures 1, 2 and 3.)

The dual communication board system has been successful with co-workers and supervisors. However, problems still exist when attempting communications with customers. The directions for using the boards are not readily understood or are not readily used by the customers when dealing directly with the students on the job sites. Data is being collected and research continues. (See Figure 4).

In an effort to bridge the gap with the customer, several students are using the WOLF communication system. The vocabulary developed for the job site communication board is transferred to this communication speaking device.

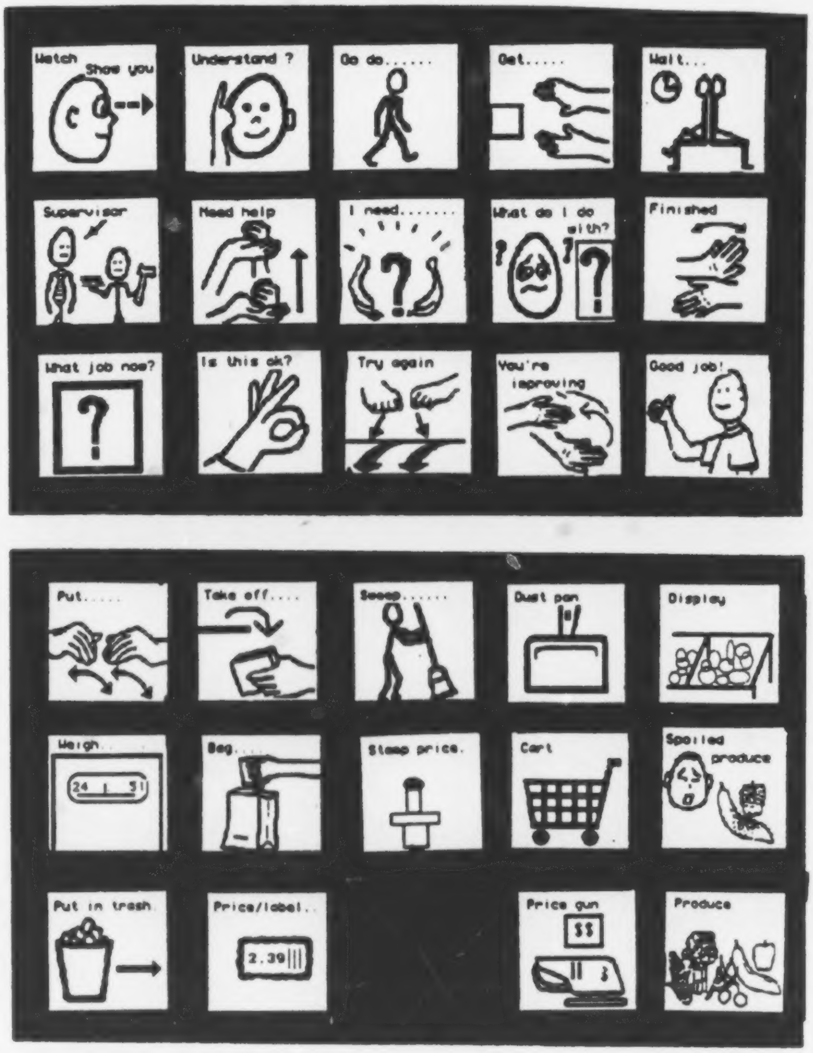

Figure 3

This is an example of the job board used in Kroger. The top boards is the core board used at most job sites. The bottom board is specific to Kroger.

The student points to:	*The communication partner responds by pointing to:*
1 What job now?	2 Get... 3 Cart 4 Take off... (points to potatoes on display) 5 Put... (points to potatoes in box) 6 (on) display
7 What do I do with? (holding spoiled potato)	8 Put... (points to empty box) 9 Good job!

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Two students who are visually and hearing impaired have thus far attempted using the board. Once co-workers become familiar with the WOLF system they tend to forget that the student cannot hear (since the Wolf "speaks") and converse orally with the deaf students. This poses a significant problem since they are unable to hear the co-workers' words and therefore a lack of response on the part of the student may be mistaken for rudeness or insubordination. However, use of the WOLF has increased the effort made by the co-workers to attempt to communicate with the student. The job sites used thus far have not been where contact with the general public is available. That is the next step.

The immediate goals of Project VOICE staff are to improve communication skills between the students and the communication partner in the community by:

1. continuing data collection on the success of the dual communication boards
2. continuing to develop more standard vocabulary to be generalized to a number of job sites
3. continuing to collect data regarding the consumer-friendliness of the communication boards
4. developing clearer directions for the communication partner to understand and use the communication board correctly and effectively
5. continuing data collection on the use of the Wolf communication system with hearing impaired students in the work environment.

Peggy Allgood,
Atlanta Area School for the Deaf

I am deaf. I point to the pictures to talk.

Please point to the center of the picture to talk to me.

Thank you.

Would you like me to get someone to help you?

YES NO

Figure 4

These directions accompany each of the communication partners' communication boards. Data is being collected so that improvements can be made.

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Bureau for Severe Disabilities
Department of Special Education
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The Georgia Bulletin for Severe Disabilities

A joint project of the Department of Special Education, Georgia State University College of Education and the Division for Exceptional Students, Georgia Department of Education.

Volume 5, Number 3 April/May 1993

From the State Department of Education

I know this is a very busy time for each of you throughout the state with annual reviews, IEPs, and planning for the last few weeks of school. As you are completing those IEPs there are several things I want to bring to your attention. First, if you are unsure of writing an IEP for students with moderate, severe, or profound disabilities, please do one of several things: obtain a copy of the IEP Monograph that was published by Bureau staff in 1988, by asking your special education director, lead teacher, or call me at (404) 656-6317. Second, when you are writing IEPs, it is important to include realistic criteria for mastery of short term objectives. For example, if the objective for mastery is for the student to correctly cross a street, the criteria for mastery can only be 100%. Otherwise you might have an injured student to deal with. And third, transition must be addressed in IEPs this year for students who are 16 or older. If you are uncertain of how to address the transition needs of your students, refer to the previous newsletter, and/or to the "Transition Resource Manual" which has been sent to all special education directors in the state.

In the past six months I have met with almost all the consortia groups for teachers of students with moderate, severe, and profound intellectual disabilities throughout the state. It has been exciting for me to meet so many of you and to hear about the many things you are doing with your students. I have been pleased that you have all been interested in bringing in speakers from other areas to update you on current issues and methodology, and have also been willing to share your skills with each other. I look forward to a continuation of this interest and success in the upcoming school year!

Several of you have expressed an interest in having information on inclusion. The Governor's Council for Developmental Disabilities has awarded the following counties grant money for inclusion projects: Barrow, Bartow, Butts, Cobb, Colquitt, Dalton City, Fayette, Houston, Madison, Pickens, Pioneer RESA, Tift, and Wilkes. Each of these projects will focus on including students with disabilities in the regular classroom. Two other school systems which have been implementing the inclusion model this school year have been Gwinnett and Bartow. For further information concerning these projects contact Kent Logan at (404) 415-7230 (Gwinnett County) or Gail Wilkins (706) 382-0680 (Bartow County).

If I can be of further service to you, please feel free to give me a call! Have a restful summer.

Donna Andrews

Selecting Vocabulary for AAC Aids and Devices

Targeting appropriate vocabulary for augmentative and alternative communication (AAC) aids and devices is a critical component of the AAC evaluation and intervention process. Students who do not have access to relevant vocabulary tend to be less motivated to use their AAC aids and/or devices and are less successful in communicating with their communication partners. Ecological inventories are frequently utilized by teachers and therapists to assist them in identifying appropriate and functional vocabulary for their students. These inventories provide a systematic way of selecting appropriate vocabulary and are helpful in narrowing down the list of potential vocabulary options for an individual student.

Ecological inventories include the following components: identification of settings/activities that the student participates in, identification of specific activities within those settings, identification of communication needs within specified activities, and identification/selection of appropriate vocabulary. The first step in completing an ecological inventory is to determine each of the environments in which the student participates (e.g. school, community, vocational, and home). After these environments are identified, specific activities within these environments must be documented. For example, activities within community settings may include ordering food at a restaurant, purchasing items in a grocery store, or riding a bus. Once the specific activities have been identified, all relevant communication needs for each of the targeted activities must be determined. Communication needs in the fast food restaurant may include expressing a food choice, expressing a drink choice, responding to questions, and expressing social speech. Finally, vocabulary must be selected to represent these communication needs. Potential vocabulary may include hamburger, french fries, Coke, napkin, yes, no, thank you, finished, and ketchup. An example ecological inventory is included at the end of this article for your information.

After and ecological inventory for all of the communication environments has been completed, it may be beneficial to interview the student's communication partners to identify specific vocabulary which may have been inadvertently omitted during completion of the inventory.

The following guidelines should be considered when identifying vocabulary to represent the communication needs/messages identified in the ecological inventory:

- Vocabulary should represent identified communication

Special Buddies — a Peer Helping Program for Students with Special Needs

Many schools are exploring the advantage of peer helping programs as a means of supporting and assisting students through the challenging years of childhood and adolescence. Lovejoy Middle School in Clayton County currently implements three "helping" programs to meet the needs of a variety of its students. Since Lovejoy Middle serves three classrooms of students with moderate, severe, and profound intellectual disabilities, one of its programs, the "Buddy System," was designed to help enhance the educational and social needs of these special education students.

Members of the Buddy System are students trained to assist special education students, and have as their goal the promotion of personal and academic growth through positive peer relationships. All students benefit from this helping program. Buddies are given special responsibilities which encourage feelings of self-worth and self-respect. Through an intensive program of training and supervision, Buddies enhance their skills in communication, leadership, and decision-making. Through the assistance of their Buddies, special education students are provided with age-appropriate role models, support, and access to a wide variety of school activities, and most importantly, a chance to build lasting friendships.

This is the third year the Buddy System has been active at Lovejoy Middle. As Buddies serve as friends, advocates, and helpers, the school's attitude toward special education students has become more positive. The special education students are participants in the total school life, and the Buddies have had many opportunities to share their experiences in the Buddy System at the State Peer Helpers Conference, State Middle School Convention, Junior Beta Club Convention, Southeast Regional TASH Conference, local PTA Council and staff development courses.

Operated through the Guidance Office with assistance from both special education and general education teachers, the Buddy System has at its core, a strong program of recruitment, training, supervision and evaluation. Students wishing to become Buddies must be recommended by at least two teachers, and participate in a lengthy interview process. Over 30 hours of training includes listening skills, communication skills, and tutoring skills. Students also learn about various disabilities and participate in disability awareness activities. Part of the middle school curriculum includes exploring career options, and Buddies have an excellent chance to observe a variety of professionals who serve special needs students. Some of these include occupational and physical therapists, speech/language pathologists, music therapists, adaptive physical education teachers, as well as classroom teachers and paraprofessionals.

At the end of training, Buddies receive certificates for course completion and both Buddies and their special education friends receive Buddy System T-shirts at a special awards ceremony.

Duties of Buddies can include making classroom teaching materials, assisting with loading and unloading buses, serving as friend and support in home room or other classes, assisting with group or individual instruction in the classroom or with community-based instruction, and acting as helpers at Special Olympics events. In addition to these duties, special activities involving the school or community help strengthen the program and allow for important social interaction in a less formal setting. Some activities include reading weekly for special education classes, decorating a Christmas tree for the Guidance Office, and making decorations and taking favors to a local nursing home. Some Buddies have also provided "friend sitting" services for special education students to allow parents a night out.

On-going supervision and evaluation of the program are key factors for success. Since it is a "learn by doing" experience, supervision and evaluation are needed to help Buddies improve skills and solve minor problems which may be interfering with the progress of either the Buddy of his/her special friend. Buddies are evaluated by the classroom teachers to whom they are assigned to work, as well as the guidance counselor. Periodic ratings are given in the areas of attendance, punctuality, responsibility, initiative, following directions and asking for clarification. Such rating forms provide an opportunity for feedback to the Buddy on his/her performance. Periodic group evaluations by the counselor or special education teacher allow Buddies the opportunity to express concerns so that adjustments can be made to strengthen the program. Group evaluations also allow time to reflect on the positive elements—a time for Buddies to receive reinforcement for a job well done.

The most important thing about the Buddy System is the lasting friendships which have been built and the attitudes which have been changed. The special education students have opportunities to participate fully in the full life and activities of their school and community, supported by a large circle of friends. The Buddies, who will be the teachers, community leaders and parents of the future, have gained an acceptance and appreciation of persons with disabilities, thus helping create communities where all persons are valued, no matter what their ability.

For more information on this peer helping program contact: Pat Donaldson, 13550 Woolsey Rd., Hampton, GA 30228, (404) 946-5156 or Trudy Gomer, Lovejoy Middle School, 1588 Lovejoy Rd., Lovejoy, GA 30250, (404) 473-2933.

Pat Donaldson and Trudy Gomer
Clayton County Schools

Suggestions for Working With Students Who Are Deaf-Blind

In the area of special education that pertains to children who are deaf-blind, there seems to be two main issues: first, that of identifying those children who qualify for services, and secondly, a basic knowledge of how to work with these children once they are identified, for example, choosing appropriate materials and teaching methods, making adaptations, and communication strategies.

The first step is a better understanding of the term deaf-blind. It is actually broader in definition than it implies. Rather than necessitating both complete deafness and complete blindness, it includes concurrent impairments in both hearing and vision ranging from mild to profound hearing loss and from partial sightedness to only light perception. There is usually some residual vision and hearing which needs to be identified, if possible, and addressed with each child.

According to the Federal definition, deaf-blind children are children who have " . . . auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated without special education and related services, beyond those that would be provided solely for children with hearing impairments, visual impairments, or severe disabilities, to address their educational needs due to those concurrent disabilities."

The following are three examples of typical children who could be found on a census for children who are deaf-blind, as cited by the Virginia Department of Education, 1991.

1. Billy is a student in a class for children who are severely/ profoundly intellectually disabled. Billy has spastic cerebral palsy so he has little voluntary control of his body. He often appears to see nothing, but the staff sometimes reports that he seems to look at the bright light coming in through the windows in his classroom. Medical records have indicated that his vision is untestable and that his eyes appear normal. His hearing is also questionable. Staff notice that he startles to loud sounds but does not respond to a normal tone of voice. He has a history of ear infections. He may be a child with allergies since he has so much mucous.

2. Rebecca is being served by a Parent Infant Education program in her county. She definitely has a vision problem and is also seen by a consultant from VDVH. No one has yet made a decision about her hearing. Her parents find her responding inconsistently as do her teachers. It is hoped that when she is older a determination can be made regarding her hearing ability.

3. John is a student who is labeled multihandicapped. He is not blind because he sees. He just wears thick glasses. He is not deaf because he responds to spoken language while wearing his hearing aid. Although he has cerebral palsy he is ambulatory. His writing is slow and laborious so he uses a computer with an expanded keyboard for much of his written work. He is mainstreamed for much of his day into a regular second grade class. He is doing quite well. His teachers think he is "a bright little boy."

As part of a national network, Georgia has such a registry or census. Students may be placed on the census after a "Registration of Deaf-Blind Students" form is completed. Being on the census provides the opportunity to receive technical assistance, or support, by those agencies serving deaf-blind students.

Once a child is identified as deaf-blind, what next? The following is a list of some suggestions and pieces of information that might be helpful in playing and working with children who have been identified as deaf-blind or are suspected as being deaf-blind.

1. Even though we have five senses, we usually use vision and hearing most often to gather information about our surroundings. Therefore, children with deaf-blindness are limited in the amount of accurate information they can receive. It is often fragmented, leading to their confusion. What most children pick up naturally in their day-to-day activities through observing and listening needs to be deliberately introduced to children who are deaf-blind. They need formal instruction to coordinate the fragments they receive so they get a better idea of the whole.

2. Use as many senses as possible in daily activities. Reading a story, for example, can become more than just words on paper. It comes alive with motion - acting out an event, using props to manipulate, using brightly colored objects, exaggerated sounds, smelling flowers when talking about flowers, or maybe putting hands into a pail of sand when reading about the beach.

3. Let the child know when you are near. Develop your own identification signal. This could be an object, such as a ring you always wear (preferably not earrings or eyeglasses, as these can be pulled off and thrown) or it could be a gesture or sign. These can be paired when the gesture for "hello" is used by everyone and the object is used to identify the person who is saying hello. These signals should be used consistently. Also, identify yourself every time you meet the child by using your identification signal. It reassures him/her even when the child has a mild hearing loss or is partially sighted.

4. Let the child know when you are leaving the area or the room. We all need to know when we are alone and when we are not. This is for safety as well as courtesy. If the child reaches for you or turns to talk to you, but you are gone, this could be frustrating or embarrassing for him/her.

5. There is a wide variety of visual impairments, such as tunnel vision, loss of central vision (only sees peripherally), blind spots, acuity problems, and night blindness. These conditions could lead to several problems, such as decreased visual field, difficulty in eye-hand coordination, and problems identifying items. Moving objects might be difficult to keep in focus once they are initially found. Be patient while the child investigates the entire object or even locates it and teach systematic searching. Minimizing glare and providing contrast may also be helpful.

6. Always let the child know what you are going to do before you do it. Objects (a ball for P.E.), touch (gently push on shoulder for down), gestures (tap own mouth for eat), or movements (guide child's hands in brushing his/her teeth) can be used as cues to notify the child of the next activity. This builds anticipation and lays the foundation for symbolic communication.

7. Hearing is more than just a matter of whether or not a sound is heard. It basically involves three steps: detecting a sound, locating the source of that sound, and discriminating between different sounds. If a child does not want to leave, he may cry when you say "hi" because it was understood as "bye."

8. Many children with vision and hearing impairments also have poor balance. Take your time, be consistent, and discuss the situation with the student, if appropriate, when deciding whether to take the escalator of the stairs, for example. What is the child's preference? If doing sighted guide, a child can usually tell from your body posture and tension about the direction in which you are going. Do the stairs go up or down? Should he continue walking or stop? Pair movements with verbal explanations since there may be enough residual hearing for the child to comprehend.

9. Use a normal, steady pace when walking or guiding. This gives the student time to detect changes in surfaces, corners, bumps, ramps, changes in direction, and to compensate for these changes.

10. Give the child ample time to respond to your question or signal. Wait about ten seconds for the student to process the information given and to respond to it. More time may be needed by a child with low cognitive functioning or with motor impairments. A pause after receiving information could mean the child is considering a reply, not ignoring the situation.

11. The tactile sense becomes extremely important in learning about the environment. It helps to bridge the gap left by losses in both sight and sound. Allow the student to manipulate objects, such as the seat and chain of the swing before sitting down. Understanding the world is crucial if he is to gain any control over it. You might need to use an object board or textural board for communication rather that a picture board.

12. Besides touch, the senses of taste and smell can also be used to convey a message to someone. Do not ignore them, they can be powerful tools.

13. By the very nature of deaf-blindness, there is a lack of access to external stimuli. If a child does not see the ball in front of him/her or hear the bell, he/she is not going to initiate reaching for them or move toward them. This lack of sensory input could be one of the causes of self-stimulatory behaviors - the child turns

to himself for stimulation. There may be head banging, rocking, finger flicking, eye poking, or light gazing. Students should be encouraged to engage in activities. Students who bang their heads or rock their bodies might benefit from learning signs and gestures involving gross motor movement such as, "stop," "go," "come here," etc. They can be produced with more force or momentum than fine motor signs and gestures. Students who vocalize a great deal might like chewing gum, pouring a drink and drinking it through a straw, or even listening to him/herself on a tape. Try to incorporate an inappropriate behavior into an appropriate activity, such as rocking in a rocking chair or swinging in a swing rather than rocking his/her body while standing or rocking in a straight chair. By doing this, you acknowledge that the activity is important to the child. If you try to stop the inappropriate behavior completely, a new inappropriate behavior may surface. Then everyone is back to square one again.

14. Tactile defensiveness. When a child responds negatively to a person's touch or to certain textures, that child is said to be tactilely defensive. Many people who are deaf-blind are unsure of people and objects around them because of their fragmented images. Only introduce the amounts of tactile stimuli that the child can tolerate at a given time. Do not overstimulate. Make note of which parts of the body are less defensive and which parts are more defensive for each individual. Remember, the face is often the most defensive. This is an important consideration when using touch cues, movement cues, and switches.

15. Sudden tantrumming and non-compliant behaviors. Make note of when these behaviors occur most frequently. Is it when changing activities? Calendar or schedule boxes could be used to help alleviate this problem (these are discussed below). The child might also be saying "no" or "stop" the only way he/she knows how. Demands on the student may be too high (frustration), demands may not be high enough (boredom), fear (the student does not understand the change that just occurred), or insecurity. Teach the student appropriate ways to gain attention, to say "no," and to indicate choices. This gives the child a sense of control rather than frustration.

16. Besides consistency, structure is important to learning and behavior management. The physical arrangement of the room should include well defined areas for different activities andthose areas should be routinely used for those activities. If a story is sometimes read at the table and sometimes read on the mat, the children will not be sure where to go when you announce storytime. The day's schedule also needs to be structured. One way to help establish and maintain daily routine is with the use of calendar boxes or picture calendars. Pair an object or picture with each activity in the child's schedule. These cues are kept in sequenced, individual compartments, such as shoe boxes or vinyl shoe bag pockets. As each activity comes up, the student goes to the appropriate box, gets the object, shows it to the teacher for acknowledgment, and then carries it to the activity. When finished with the activity, the student puts the object back in the appropriate box, covers it up, and signs or gestures that he/she is finished. This is repeated throughout the day for each major activity.

17. In choosing leisure activities, choose toys that are easy to move or can be activated with a switch, have bright colors or high contrasts, and make sounds. Play with only one or two toys at a time and play on a solid background to help decrease visual confusion. Apply turn-taking rules - one person stacks the blocks while another knocks them down, one person throws the ball while another waits to catch it, and card games in themselves require taking turns.

18. Be creative with adaptations. Apply velcro to a paddle or catcher's mitt and use a tennis ball and t-ball stand for playing baseball. Use a business card holder (one side has a clear pocket) as a communication device for ordering at McDonald's. The picture is placed in the clear pocket, while the money is placed in the other pocket before the student hands it to the clerk on cue.

In summary, exercise the same courtesies, patience, and common sense with children who are deaf-blind as you would with any other child. Expect them to succeed by giving them the opportunity to succeed.

Janet Bowdin

FROM THE JOURNALS:

Collins, B.C., Wolery, M. & Gast, D.L. (1992). A national survey of safety concerns for students with special needs. Journal of Developmental and Physical Disabilities, 4, 263-276.

Collins, B.C., Wolery, M. & Gast, D.L. (1991). A survey of safety concerns for students with special needs. Education and Training in mental retardation, 26, 305-318.

The issue of safety concerns for students with intellectual disabilities is a very important aspect of instruction that has received very little attention in the literature. While the majority of professionals would probably agree that this is an area of instruction that needs to be addressed, very little research has been conducted to identify the most effective instructional methods.

Because of the increasing emphasis on community-based instruction, which places students of all disability levels in a wide variety of settings, the instruction of safety skills is becoming increasingly more important. In an attempt to identify the specific safety concerns that professionals regard as critical, Collins, Wolery, and Gast (1992), conducted a national survey that asked participants to rate items on a list of safety skills from 1 to 5 (5 being critical). The results of the survey indicated that the specific skills that professionals considered critical varied considerably across age levels.

The variability across age levels (preschool, elementary, middle/junior high, and senior high) for the types of skills identified as critical correspond to the general level of supervision provided at that particular age level and the tendency towards more independent activities and behavior as students get older. In addition, community-based instruction and community-based vocational instruction enables students to enter an ever increasing variety of environments that require the ability to perform an ever increasing number of skills and behaviors that should specifically include safety skills.

The specific skills identified as critical are as follows a skill was identified as critical if 50 percent or more of the respondents in a particular age group rated it as critical):

PRESCHOOL

1. HOME: avoidance of electric sockets/cords
2. WALKING: looking both ways before crossing
3. CAR/BUS: keeping head/arms in vehicle
4. STRANGERS: response to strangers' lures
5. PERSONAL: saying "no" to physical approaches
6. KITCHEN: response to marked poisons
7. FIRE: response to fire and smoke alarms

Georgia
Bureau for
Multiple & Severe
Disabilities

The Georgia Bulletin for Multiple & Severe Disabilities

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From the State Department of Education

Moderate, Severe and Profound Intellectual Disabilities

Greetings from the Department of Education! I hope your school year has settled down into a comfortable yet interesting routine for both you and your students. Exciting things are happening throughout the state this school year, many of which will affect you. Last spring all local school systems had an opportunity to participate in a collaborative grant with the Division of Rehabilitation Services. The purpose of the grant was to jointly fund a rehabilitation counselor responsible only to the local school system(s) involved in the grant. (Rehabilitation counselors are typically responsible for at least three or more school districts at one time.) Throughout the state, approximately 43 school counselors were funded through this grant. With fewer students to be responsible for, these rehabilitation counselors can concentrate on more thorough assessments, training, and best-fit placements for students with severe disabilities.

As you know, educating students with severe disabilities is based on functional programming. Those skills that someone else will otherwise have to do for the student with disabilities must be taught, to enable the student to function to the maximum extent possible in all environments with persons without disabilities. In conjunction with functional programming, vocational skills must be taught, starting at an early age. As students with severe disabilities mature and enter high school, the vocational skills need to be expanded into community vocational training opportunities, in which the student is rotated from one training site to another every 210 hours (see the *Administrator's Guide to the Fair Labor Standards* for more detail). The purpose of the community-based vocational training sites is to have students learn and practice vocational skills, not to have them do the vocational task to perfection or to get paid. Through the high school years teachers should strive to offer students an array of community-based vocational training opportunities, creating a resume' of skills learned, with documentation of the prompt system needed, if any, to complete certain tasks. Thus, when the rehabilitation counselor picks up the student with severe disabilities on his/her caseload, the skills that the student has learned have been documented, such that a systematic placement can begin.

Throughout this fall I have been very involved in training the new rehabilitation counselors for working with students with severe disabilities. Most of them are familiar with the key pieces of instruction that link the training of students with severe disabilities from you to them, such as functional programming and community-based vocational instruction. The role these new rehabilitation counselors will take with your students is to support the efforts you have made in teaching vocational skills in an array of training sites. The rehab counselors are your supports in education, but you are the primary educator of community-based vocational instruction. If you do a thorough job teaching your students vocational skills the rehabilitation counselors can more easily involve your students employment, both competitive and supported, after they exit public school.

We are all working hard to insure that as many skills as possible have been taught to our students by the time they transition into post-school employment and activities. I am excited that we in Georgia have a bridge in transitional planning with these new rehabilitation counselors. If you have comments or questions about working with this new person, or need additional information, please give me a call at 404/657-9959. Hope your holidays are wonderful!

Donna Andrews

ondary travel devices allowed the blind individual to detect objects at increasing distances and provided supplemental information about the environment. As an increasing number of university programs were introduced, the population receiving instruction again grew and became more diversified. Orientation and mobility instructors entered public schools and provided a new dimension to the education of blind and visually impaired children.

Moving into the 1980's, orientation and mobility specialists started to concentrate more on children with multiple handicaps and preschoolers. Populations such as the deaf-blind child received far more attention and there was a significant increase in the number of articles written in professional journals. Today, there are fifteen accredited university programs in the United States. Most of the programs offer masters degrees in both vision and orientation and mobility. Peabody University, in Tennessee, offers a doctoral level program in orientation and mobility.

II. THE NEED TO GET THE WORD OUT STILL REMAINS

Having served in the field of blindness rehabilitation as an orientation and mobility specialist since 1980, I have seen the profession gradually blossom to a point where it plays the all encompassing role of impacting a wide range of disability groups. Although this is true, the orientation and mobility remains a mystery to the majority of special educators, administrative officials, and regular classroom teachers.

Returning to the classroom as a graduate student in GSU's deaf-blind program made me acutely aware of the need to share information about O&M with teachers and students alike. Today the school age visually impaired and blind child frequently has additional disabilities. If a teacher has only had training in intellectual disabilities, there is a strong possibility that orientation and mobility has never been mentioned. My experience at the university has provided a measure of hope because there has been a tremendous occurrence of crossover between specialty areas. My vision classes included teachers working with children who have moderate and severe intellectual disabilities. A class in behavior modification fittingly provided the setting for interaction between students and teachers from vision and teachers with backgrounds in such disciplines as learning disabilities and severe physical disabilities. What a perfect opportunity to share information about this profession!

I usually introduce my discussions about O & M by providing an operational definition for orientation and mobility. Lowenfeld (1981) defined mental orientation as "the ability of an individual to recognize his surroundings and their temporal or spatial relations to himself." Mobility was defined as "the movement of an organism from place to place by means of its organism mechanism." Hill (1992) discussed the fact that orientation and mobility skills are interdependent in his chapter in "Foundations of Education for the Blind and Visually Handicapped Children and Youth." Here he stated, "if one is mobile but not oriented there is no purpose to the movement. Conversely, if one is oriented but not mobile, one cannot get to where one desires." Perhaps Jacobson's (1993) book entitled "The Art and Science of Teaching Orientation and Mobility" captures the true spirit of the profession. Although every orientation and mobility curriculum contains extremely detailed descriptions of how to teach concepts and specific travel techniques, the specialist is left with the option of being as creative as they wish teaching the skills.

III. THE ROLE OF THE ORIENTATION AND MOBILITY SPECIALIST

I have been approached by teachers and administrators on numerous occasions and asked about my role as an orientation and mobility specialist. After all, anyone observing an O & M instructor following a blind child indoors or outdoors for the first time is bound to have questions! What other profession guarantees you frequent interaction with the local authorities for performing your job responsibilities?

All instruction is provided on a one to one basis and the progression of training is determined on an individual basis. Most O & M instructors work closely with the teachers and parents as part of a multi-disciplinary team. The international professional organization that certifies O & M specialists is called The Association for Education and Rehabilitation of the Blind and Visually Impaired (AER).

The following is only an example of the types of procedures to be carried out by the O & M specialist when starting to work with a child. This is combined with an example of an outline of areas of instruction to be included in a program for school age children.

A. Example of Pre-School Program
  Early Intervention in Class/Home
    1. Review of vision and medical history
    2. Assessment of infant's functional vision and physical health
  *Concepts of Body Awareness and Spatial

Awareness
- -gross and fine motor development, balance and coordination
- -body awareness by activities such as massage or "rolling and tumbling" types of activities.
- -sensory training of every remaining sense
- -initial orientation to a given environment be it a crib or a more complex type of environment

B. Elementary School

*Pre-Cane Instruction
- -concept development including the exploration of objects' tactile properties/ identifies objects.
- -concepts of shape and size
- -concepts related to direction and movement in space
- -concepts of laterality
- -social skills/prepares for interaction with public in community
- -protective techniques using extended arms, hands to protect self
- -orientation skills by learning how to follow a series of directions in order to complete routes.
- -introduction of formal cane skills.

C. Middle School and High School
- -introduction to residential travel and the use of address systems for orientation
- -advanced cane travel skills
- -self-familiarization to new environments
- -street crossing techniques
- -community travel and interaction with store owners, etc.
- -bus and subway travel
- -orientations to complex environments like airports, Five Points station.
- -Electronic travel devices
- -Discussion and possible recommendation of guide dog.
- -Activities related to job search or transition

Hopefully this contribution to the newsletter will help the reader understand more about the role of the orientation and mobility specialist. If you have questions or require further information related to the topic, please contact me at my office at GSU. Doug McJannet, Deaf-Blind Consultant, Orientation and [illegible]obility Specialist, Department of Educational Psy[illegible]hology and Special Education, 404/651-2310.

Doug McJannet
References available on request

Bruxism

Bruxism, while not an uncommon behavior in the general population, is far more commonly found in individuals with intellectual disabilities. Bruxism has been defined as a range of behaviors that includes the nonfunctional gnashing and grinding of teeth, clenching and clicking of teeth, and repetitive side-to-side contact that differ from the oral motor patterns of eating. Chronic bruxing has been linked to severe destructive effects including abnormal wear on the teeth, damage to gum and bone structures surrounding the teeth, facial pain, and tooth sensitivity. Social consequences can also occur due to the unpleasantness associated with teeth grinding, which can adversely affect the individual's social, educational, and vocational progress.

Bruxism can occur either nocturnally (during the night, usually when asleep) or diurnally (during the day). While the exact cause of bruxism is unknown, both physiological and psychological causes have been suggested, and some evidence exists to support both of these positions. Some individuals who grind their teeth have been found to have anatomic interference of opposing teeth, while still many others have no anatomical abnormalities, yet still engage in teeth grinding.

Very limited research results are available that pertain to the intellectually disabled population with regard to bruxism. This is due to the types of treatments that have been found most effective for the general population with this problem. These treatments include deep muscle relaxation and biofeedback, both of which require relatively high cognitive ability.

Despite this lack of reasearch for individuals with intellectual disabilities, several treatments, both aversive and nonaversive, have proven effective. One successful method in decreasing bruxism that appeared to be self-stimulatory was based on habit-reversal techniques. This technique was used successfully on individuals for whom other techniques were found to be unsuccessful. When bruxing was observed a verbal cue, "no grinding," was given, and the therapist touched the individual's chin with an index finger, pushed down gently, cueing the individual to open his mouth for 10 seconds. He was then redirected to the previous activity and was reinforced when he remained on task. In this cuing procedure, minimal pressure was used, and the intent was not to force the individual's jaw open, but rather to cue him to open his mouth. A model of the desired response was initially paired with the verbal cue. The individuals receiving this treatment demonstrated a significant decrease in bruxing that was

EFFECTIVE PARTNER INTERACTION IN THE COMMUNITY WITH STUDENTS WITH DEAF-BLINDNESS
MONOGRAPH

TABLE OF CONTENTS

Introduction p. 1

Part I Deaf-Blindness p. 3

Part II Types of Communication Systems p. 8
- Expressive Communication p. 9
  - Expressive: Nonaided Communication p. 10
  - Expressive: Aided Communication p. 13
- Receptive Communication p. 16
  - Receptive Nonaided Communication p. 17
  - Receptive Aided Communication p. 20

Part III Communication Partners and Communication Systems p. 22
- Partner Friendly Forms of Communication p. 28
- Types of Communication Partners p. 32
- Expansion of Communication Systems p. 35
- Dual Communication Boards p. 37
- Role of Vocational Trainers in Area of Communication p. 41
- Role of Teachers in Area of Communication p. 43 During Vocational Training

Part IV Communication Functions and Initiating Communication p. 44
- Clarifying Function p. 44
- Dual Communication Boards and Function p. 47
- Initiating Requests p. 48
- Strategies to Promote Initiation of Communication p. 49

Part V Types of Community-Based Vocational Sites and Adaptations p. 51
- Considerations of Deaf-Blindness p. 54
- Communication p. 54
- Sensory Areas p. 57
- Adaptations p. 59
- Site Integration Factors p. 60

Part VI Selecting Vocabulary for the Community and Vocational Site p. 62
    Communication Ecological Inventory p. 62
    General Considerations p. 67
    Core Vocabulary p. 75

Part VII Promoting Social Communication p. 79

Project
EPIC

INFORMATION CHECKLIST

Effective Partner Interaction in the Community

Technical Assistance provided in the following areas:

1. Augmentative Communication for Students with Deaf-Blindness
2. Community Based Instruction (including vocational CBI)
3. Adaptations for Sensory Impairments
4. Promoting use of Residual Vision and Hearing

Please check any additional areas in which you would like further information or technical assistance.

____ 1. Systematic Instruction

____ 2. Behavior Management

____ 3. Ecological Assessment (student)

____ 4. Classroom Organization

____ 5. Scheduling/Sequencing

____ 6. Effective use of small group instruction

____ 7. Functional Activities

____ 8. Integrating multiple objectives using functional activities

____ 9. Integration

____ 10. Peer Tutoring/Peer Friends

____ 11. Data Collection

____ 12. Deaf-Blind Census

____ 13. General Principles of Orientation and Mobility

____ 14. Resources and Materials

____ 15. Physical Health Care Procedures

____ 16. Positioning and handling

____ 17. Adaptations for Physical Impairments

____ 18. Switches

____ 19. Programming the WOLF

____ 20. Effective Collaboration between school and home

____ 21. Other ____________________

____ 22. Other ____________________

INFORMATION CHECKLIST
Effective Partner Interaction in the Community

Technical Assistance provided in the following areas:

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2. Community Based Instruction (including vocational CBI)
3. Adaptations for Sensory Impairments
4. Promoting use of Residual Vision and Hearing

Please check any additional areas in which you would like further information or technical assistance.

____ 1. Promoting interactions with peers

____ 2. Promoting child's communication skills across family and friends

____ 3. Promoting child's communication skills in the community

____ 4. Deaf-Blind Census

____ 5. General principles of orientation and mobility

____ 6. Effective collaboration between home and school

____ 7. Family Activities

____ 8. Leisure Skills

____ 9. Switches

____ 10. Resources and Materials

____ 11. Support Groups

____ 12. Respite Care

____ 13. Day Care

____ 14. Adaptive equipment

____ 15. Handling and Positioning

____ 16. Feeding

____ 17. Other ______________________

____ 18. Other ______________________

USE OF RESIDUAL HEARING FORM

Yes
No
Inconsistent

Awareness/ Attention

----- 1. Does the student respond to gross sound such as a fire alarm or door slamming?

_____ 2. Does the student respond to music or musical item?

_____ 3. Does the student respond to voices?

Localization

_____ 4. Does the student turn towards sounds in the environment?

_____ 5. Does the student turn towards familiar voices?

_____ 6. Can the student find familiar items in the environment from auditory cues?

Functional hearing

_____ 7. Can student discriminate speech at all?

_____ 8. Can student hear speech only when shouted?

_____ 9. Can student hear speech at a normal level?

_____ 10. Can student hear speech at a whisper?

Hearing Difficulty

_____ 11. Can student hear in a noisy environment?

_____ 12. Can student hear a low man's voice?

_____ 13. Can student hear a high woman's voice?

Aided

_____ 14. Does the student use hearing aides?

Assessment

_____ 15. Decibel and Hz audiogram on file [illegible]________________ LOCATION________________

DATE__________

Functional Vision Screening Test

esent P R,L,B
ent A

COMMENTS: (include
illuminating
objects used)

____ ____ 1. Pupillary reaction

____ ____ 2. Muscle imbalance

____ ____ 3. Blink reflex

____ ____ 4. Orients peripherally/or visual
field: right
left
up
down

____ ____ 5. Fixates on 4" object
at 12 to 18 feet
at 10 feet

____ ____ 6. Shifts gaze

____ ____ 7. Approach-read (visually or tactile)

____ ____ 8. Tracks horizontally
light
object

____ ____ 9. Track vertically
light
object

____ ____ 10. Tracks circularly
light
object

____ ____ 11. Scans

____ ____ 12. Converges

____ ____ 13. Picks up or tracks (3 objects
less than 1" in size.
Indicate contrast.)
a.
b.
c.

____ ____ 14. No eye preference
(If preference, circle) right left

____ ____ 15. Match to sample pictures

____ ____ 16. Visual behaviors

ORIENTATION AND MOBILITY SCREENING FORM

1. Can the student travel independently?

2. Does the student use mobility aids?

3. Does the student use any self-protection techniques?

4. How well does student use landmarks, clues, self-familiarization?

5. Does the student run into walls, or other objects?, trip over curbs?

6. Are certain environments more difficult for the student?

7. How long does it take for student to orient to new environment?

8. Do you think student would profit from orientation and mobility training?

EPIC SITE INVENTORY

I. Communication Environment: ______________________________

Environment:

	Type Communication Partner
1. Subenvironment ____________________ Activity ____________________ List vocabulary (circle inital vocabulary)	
2. Subenvironment ____________________ Activity ____________________	
3. Subenvironment ____________________ Activity ____________________	

II. Sensory	Location:	Location:	Location:
A. **Vision**			
Lighting	well fair dim	well fair dim	well fair dim
source	F I O	F I O	F I O
Glare			
Poor Contrast Areas:			
Small Material:			
Task require visual cues:			
B. **Auditory**			
Noise	minimal average noisy	minimal average noisy	minimal average noisy
Noisy-	foreground background	foreground background	foreground background
Noisy-	high freq. low freq.	high freq. low freq.	high freq. low freq.
Task require auditory cues:			
C. **Mobility**			
Narrow areas:			
Rearrangement of areas:	minimal alot	minimal alot	minimal alot

Key:

F: Florescent
I: Iridescent
O: Outside

Comments:

III. Site Integration Factors

1. **Familiarity of site to students doing (V)CBI:**

2. Information given regarding (V)CBI:

3. Familiarity of site to individuals with deaf-blindness:

4. Previous information/training with communication devices:

5. Consideration of site to environmental adaptions:

6. When is site least and most busy:

7. How often are same employees at the same job/location (or are they rotated?):

COMMUNICATION ASSESSMENT FORM

Child's First Name: ____________________ Activity: ________________

Observer: ____________________ Date: ____________

Teacher/School: ___________________________

Form What Child Says & Does	Function	Did s/he Initiate (I) Answer (A) Had Help (H)	Appropriate to Context? Yes/No	Other Comments

PROJECT IMPACT

The Georgia Deaf-Blind Pilot Project, Project EPIC, had significant impact on children with deaf-blindness, their parents, and service providers in the area of communication in community environments. As described in the Accomplishment section and the Evaluation section, Project EPIC impacted on children with deaf-blindness in several way. Some of the statewide impact included the following:

1) Five demonstration sites received intense technical assistance, specifically addressing communication issues for students with deaf-blindness. These sites have been, and continue to be, used as examples for other teachers to learn from.

2) Mentors were trained through this pilot project and provided assistance to other individuals working with students who were deaf-blind. These mentors continue to provide assistance to others in the area of deaf-blind communication.

3) Checklists, a monograph, and four articles (and one additional manuscript submitted to a referee journal and waiting for a response) were produced and have been disseminated. (See impact on the field in this section.)

4) Students participating in the project increased their number of interactions in the community and other environments, and have increased their number of communication partners, and number of environments in which to successfully interact.

In terms of the impact to the field of deaf-blindness, Project EPIC provided research in the area of communication which was disseminated through four (fifth one pending) journal articles. This research examined the use of dual communication boards across a variety of communication partners in task and non-task related communication exchanges. These studies contributed to communication research for students with deaf-blindness and has implications on effective communication strategies which can be used in the field. (See abstracts under Evaluation Findings Section).

A monograph, Effective Partner Interaction in the Community with Students with Deaf-Blindness, was written to provide teachers, related service staff, and parents with concrete ways of promoting effective communication with students with deaf-blindness. Description of strategies and forms used as a part of

Project EPIC are included in the monograph. One hundred monographs were distributed during Project Director's Meeting in Washington, D.C. as well as through requests to the project.

Other dissemination activities included presentations at national conferences, workshops, and other publications. (See under Dissemination in Objectives section.) These resulted in increasing knowledge base of individuals in attendance and perhaps the pursuit of further research in this area.

FURTHER INFORMATION

Further information regarding Project EPIC can be obtained by contacting Dr. Kathryn Heller, Georgia Deaf-Blind Project, Georgia State University, Dept. of Educational Psychology and Special Education, University Plaza, Atlanta, GA 30303. Phone: (404) 6751-2310.

For copies of the monograph, send a request to the above address. The monograph is free. The research generated by this grant can be obtained in the following journals (and if questions, contact the above address):

Heller, K., Ware, S., Allgood, P., & Castelle, M. (1994). Use of dual communication boards with students who are deaf-blind. Journal of Visual Impairments and Blindness, 88, 368-376.

Heller, K., Alberto, P., & Bowdin, J. (1995). Interactions of Communication Partners and Students who are Deaf-Blind: A Model. Journal of Visual Impairments and Blindness, 89(5), 391-401.

Heller, K.W., Ware, S., Allgood, P., & Castelle, M. (in press). Use of dual communication boards at vocational sties by students who are deaf-blind. RE:view.

Heller, K.W., Ware, S., Allgood, P., Arnold, S., & Castelle, M., (in press). Initiating requests during community-based vocational training by students with mental retardation and sensory impairments". Research in Developmental Disabilities.

Heller, K.W., Allgood, M., Davis, B., Arnold, S., Castelle, M., & Taber, T. Promoting nontask-related communication at vocational sites. (Submitted for publication).

ASSURANCE STATEMENT

This final report has been sent to EPIC.